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ABSTRACT

Data collected by the Appalachia Educational Laboratory (AEL) in its 1980 Needs Assessment Project was reduced to eight marker variables for use in subsequent individual state factor analyses. These variables concern (1) high need family situations; (2) effective career education/guidance; (3) increased school capacity for working with families; (4) experiential approaches to develop life coping skills; (5) reliable and useful resources relative to career decisions; (6) verification that school programs for parents actually work; (7) schools to counteract sex-role stereotyping in instruction; and (8) attention to non-formal learning. This document provides detailed results of the individual state analyses, showing that variables no. 2 and no. 5 occurred most frequently. The analysis of the marker variables served to substantiate the AEL decision to direct staff effort and fiscal support in two R&D areas (Career Development/Lifelong Learning and School/Family Relations). Basic Skills research, while originally listed as an important area in all seven states, did not surface as a common factor in the seven. The situations are described, and preferred situations are listed for needs areas of the seven states. (Author/CE)

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Needs Assessment Project
Factor Analytic Studies

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TM 820 042

NEEDS ASSESSMENT PROJECT

FACTOR ANALYTIC STUDIES

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Needs Assessment Rationale

Following issuance of an administrative policy statement detailing procedures for establishing long-term institutional relationships, the National Institute of Education(NIE) formally requested the Appalachia Educational Laboratory (AEL) to enter into such a relationship. However, one of the special conditions of the request was that AEL develop effective ways of determining the educational needs of its region's varied population. Thus, as part of the FY 80 contractual agreement between the two agencies, NIE mandated and formally funded AEL to conduct a region-wide assessment of educational needs.

Needs Assessment Design

The first step in the Needs Assessment (NA) Project was to develop a plan of operation or design. The design could not be static, but instead had to be part of a long-term dynamic process of setting AEL goals and directions. It had to be comprehensive (involving inputs from a wide array of regional constituencies), implemented in an efficient and valid manner, and acceptable to both NIE personnel and AEL's Executive Board. A design was prepared, submitted for review to various groups (e.g., AEL staff, NIE, other R & D centers, state education officials) and revised accordingly.

Design Implementation

There were four major events associated with the implementation of the design: conducting state conferences to identify educational needs, determining the validity of the lists of educational needs, developing state R & D service agendas through meetings with State Education Agency

(SEA) personnel, and developing AEL's long-term programmatic R & D agenda. These major events and concomitant activities are presented below.

State Conferences

The participants at each conference represented a cross-section of groups that were concerned with or involved in the educational process. Appropriate educational organizations (e.g., state teacher education associations, parent-teacher associations, state school board associations) were asked to nominate personnel to represent the various input groups. Similarly, contact was made with non-educational and equity organizations (e.g., Chamber of Commerce, National Association for the Advancement of Colored People, Administration of Aging) for identification of potential participants at each conference. Selection criteria included (but were not limited to) a nonurban background, a positive attitude toward ruralism and Appalachia, and a knowledge of education. Participants were then randomly selected from the lists of potential participants. In each AEL member state a conference was then convened whereby the selected participants developed a list of educational needs that were deemed important within the state. The list was generated using a set of procedures developed by Dr. Nagle. The set of procedures used at the conferences involved participants (in groups) in generating and using two kinds of information: designative information (D) about the "what is" state of something, and comparable appraisive information (A) about "what is preferred." A third kind of information, prescriptive information (P) that suggests what to do when discrepancies can be identified between D and A, was not generated or used by conference participants.

The final product of each state conference was a list of educational needs. This list, developed through group discussions, also reflected the degree of concensus achieved among the participating conference members through the use of a rating scale. (See Appendix).

Validation Process

In order that the current laboratory strenghts not be ignored, it was imperative that the legitimacy of current R & D divisional activities--based on previously conducted needs assessments and well-documented capabilities in several nationally visible and important programmatic areas--be established. Hence, divisional staff prepared 39 statements of needs that they had identified in their program work. These statements were formatted similarly to those that were prepared at the state conferences.

To determine the validity of the needs generated at each of the state NA conferences and by the AEL R & D Divisions, a validation study was conducted. After state conference participants had been chosen from the lists of names submitted by the groups, five individuals per participant (names, addresses and telephone numbers) not selected from each of the groups were requested to participate in the validation study.

AEL NA generated a validation procedure and appropriate instructions. The rating procedure was almost identical to that used at the conferences. The materials (with instructions) were distributed to the individuals who had agreed to serve as validators. Validators were required to validate only needs generated at the conference in the state where they reside, and the AEL generated needs. While validators were informed that the needs they were to validate came from the two sources (state conference and AEL), the validators were not told which needs were from a particular source.

State R & D Agendas

In order that AEL positively respond to its role of dealing with the community of educational practitioners, meetings were held with each Chief State School Officer (CSSO), appropriate SEA personnel, and the AEL caucus (in-state Board members) to discuss the validated list of their state's needs and other state-related needs data.

Procedures for conducting these meetings also provided guidelines for translating the validated educational needs into needs that were amenable to an R & D solution. From these meetings emerged state agendas of R & D needs.

AEL R & D Agenda

The first major activity associated with the development of AEL's long-term programmatic R & D agenda was the generation of state and division need statements (see preceding sections). The second major activity was the identification and preparation of commissioned and division papers. The third major activity involved the establishment and utilization of a Steering Committee (SC) to guide and direct long-term programmatic R & D activity.

Commissioned papers. Although the original NA design indicated that these commissioned papers would help to establish AEL's long-term programmatic R & D agenda, it was felt that the papers would serve AEL best if they were written on R & D areas in which the Laboratory was definitely going to work.

Division papers. Division papers were prepared by AEL divisional staff with additional external assistance as needed. The Career Guidance paper dealt with the role of educational institutions and other agencies in assisting individuals to develop the knowledge and skills important for their career development.

The Childhood and Parenting paper focused on research and development pertaining to the parenting practices of families in the Appalachian Region, as these practices related to (1) young children's development and educational progress through the early school years, and (2) preparation for parenthood.

Steering Committee. In order that AEL positively respond to its role of dealing with the R & D community, a Steering Committee (SC) was established to provide guidance and direction in the determination of long-term programmatic R & D activities. This committee was comprised of the AEL Executive Board's Planning and Development Committee, and a rural sociologist who had an understanding/knowledge of education, R & D, and Appalachia. The SC met several times in the process of preparing alternate long-term R & D agenda. Input was reviewed, summary need statements (prepared by clusting the top quartiles of need statements) were discussed, and program precis were considered. After rating the alternate agenda prepared by the SC, AEL's Executive Board approved an agenda with thrusts in the areas of School/Family Relations, Career Development/Lifelong Learning, and Basic Skills.

importance). Missing data, which were infrequent, were handled in the correlational phase of the analysis using a pairwise deletion technique.

The data collected from the 1980 Needs Assessment Project for the seven states were factor analyzed using a principal component method of condensation with a varimax rotation. The 39 need statements generated by the AEL divisions were reduced to 10 factors, two of which were not definable. The remaining eight were named and used as marker variables in subsequent individual state factor analyses[2]. The eight marker variables were named as follows:

I - Concerns with high need family situations.

II - Need for effective career education/guidance.

III - Need to increase school capacity for working with families.

IV - Need for experiential approach to develop life coping skills.

V - Need for reliable and useful resources relative to career decisions.

VI - Need to be sure school programs for parents actually work.

IX - Need for schools to counteract sex-role stereotyping in instruction.

X - Need to deal with non-formal learning.

The retention of factors was determined by the following criteria: (1) A minimum of two need statements loading with a coefficient of at least .40, (2) the Kaiser criterion of an eigenvalue of 1.0 or greater, and (3) the substantive criterion of whether the factor could be defined. Tables 1 and 2 present the data related to the factor analysis of items common to all states.

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[2] Dr. Edward E. Gotts, AEL, provided significant input in the conceptualization, logical operator development, and naming of marker variables.

Factor Analytic Rationale

Although the rating of need statements in the conferences and in the validation process were objective, the identification of the state R & D agendas and the AEL programmatic agenda was much more subjective. Consequently, it was decided that a factor analytic study would provide both validity and stability to the process. Thus, a study of the factor structures of the need statements was undertaken.

Methodology

Analyzing the need statements rating data in order to infer the underlying structure of educational needs required a two-stage process. In the first stage a factor analysis was performed on the data which were common to all states. Scale scores were then computed for each validator. In the second stage correlation matrices were computed using conference generated data and validation scale scores. Another factor analysis was then performed. The specific procedures and resultant data are presented below.

First stage. The data common to all states were ratings by 582 validators from the seven states on the AEL-generated statements. The validators comprised a representative cross-section of persons from education, business, families, and so forth, as reported in detail in the Needs Assessement Project Final Report[1]. The validators had rated each of the 39 AEL-generated need statements on a five-point scale (i.e., ranging from 0 = this is not a need, to 4 = this need is of extreme

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[1] Shively, Joe E. and Carolyn S. Davis. Needs Assessment Project: FY 80 Final Report (vols 1-4). Charleston, WV: AEL, December 31, 1980.

Table 1

Rotated Factors[1]
(loadings ≥ .40)

Appalachia Educational Laboratory
n = 582 v = 39

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
110 (.69)	120 (.73)	115 (.77)	144 (.63)	131 (.73
104 (.64)	126 (.73)	109 (.71)	150 (.62)	128 (.63)
101 (.62)	123 (.69)	112 (.63)	145 (.53)	122 (.53)
102 (.62)	127 (.57)	148 (.44)	148 (.42)	146 (.41)
103 (.54)	147 (.57)		124 (.42)	
107 (.53)	121 (.41		125 (.41)	
113 (.48)				
106 (.42)				

Factor 6	Factor 7[2]	Factor 8[2]	Factor 9	Factor 10
111 (.75)	114 (.76)	130 (.50)	142 (.77)	140 (.73)
108 (.73)	121 (.57)	149 (.44)	143 (.77)	129 (.51)
105 (.45)	102 (.41)		113 (.45)	116 (.49)
			149 (.44)	141 (.47)

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[1] Note that the underlined items were not used in later score computation.

[2] No scores were computed for these factors.

Table 2

Rotated Factors: Eigenvalues and Proportion of Variance

Appalachia Educational Laboratory

Factor 1	Eigenvalue	Portion
1	9.372	0.240
2	2.313	0.059
3	1.986	0.051
4	1.726	0.044
5	1.504	0.039
6	1.378	0.035
7	1.242	0.032
8	1.086	0.028
9	1.024	0.026
10	1.013	0.026

Scale scores were computed, based on each of the factors. This was accomplished by squaring the factor loadings in Table 1 (i.e., less those underlined) and using them as item weigths. An individual's rating of each statement (item) was multiplied by the applicable weight, and the items were summed for the eight interpretable scales for each validator.

In the event of missing data on any scale, a logical operator was programmed to evaluate whether the available data for a scale met pre-established criteria of including a sufficient number of the more heavily weighed items. Following is a list of determinents used to decide if enough item data were available to compute a given scale score for an observation.

Scale 1 - missing score generated if responses for any two of the four items 110, 104, 101, and 102 were present.

Scale 2 - missing score generated if response for any one of items 120, 126, and 123 was present.

Scale 3 - missing score generated if response for either of items 115 or 109 was present.

Scale 4 - missing score generated if responses for any two of the three items (144, 150, 145) were present.

Scale 5 - missing score generated if response for item 131 was present.

Scale 6 - missing score generated if response for either of items 111 or 108 was present.

Scale 9 - missing score generated if response for either of items 142 or 143 was present.

Scale 10 - missing score generated if response for item 140 was present.

If the above conditions were met, then for each scale a part-scale value for missing data was estimated from the known part-scale value of the available data, in direct proportion to the detected response bias of the known part-scale value. This missing data estimation follows a Bayesian logic--i.e., that the known behavior on this occasion serves as a prior probability for the unknown data. The two part scores (i.e., known and estimated) were summed to yield a scale score.

Second stage. The eight scale scores computed for each validator in the first stage had been generated for the specific purpose of serving as "marker variables" in the factor analytic sense. That is, the structural properties of the subset of statements could now be entered and, thus, represented in subsequent state-by-state factor analyses. By this process the marker variables were calculated to afford an anchoring frame of reference within each state analysis. It may be further noted that the scale scores have at least three advantages over the raw ratings as marker variables: (1) scale scores are more reliable/stable than raw score ratings, (2) some unreliability and item-unique variance is removed from the AEL-generated data, and (3) the data reduction effected from 39 items to eight marker variables simplified greatly the task of rationally examining seven-state structures.

Such an anchoring framework was required because in no two states did the validators deal with the same subset of state conference-generated statements. Certainly there were similar need statements across states in terms of content issues addressed by the statements. But even a cursory examination of the seven sets of conference-generated statements also revealed significant areas of non-overlap. Moreover, even when need statements across states covered seemingly comparable content, the particular differences in their wordings were great enough to be capable of producing quite different ratings among validators. Internal evidence within states showed that wording differences had just this kind of effect on ratings.

Correlation matrices were computed within each state among the ratings of a variable number of state conference-generated statements and the eight scale scores generated for the respective validators. Each state's correlation matrix was then submitted to a principal components factor analysis with varimax rotation.

Results

Stage 1 results dealt with the factor analysis of the 39 AEL items of 582 respondents. Stage 2 results, which utilized Stage 1 results as input, dealt with factor analysis of item data in each of the seven states.

AEL Analysis

Thirty-nine variables generated by AEL divisions were factor analyzed by principal components and resulted in ten factors. Eight of these ten factors were defined and subsequently used in individual state factor analyses as marked variables (see Tables 1 and 2). These marker variables were used to provide a "common thread" through the individual state analyses.

Individual State Analyses

The marker variables from the AEL factor analysis were included in each state study. The results of each analysis will be discussed individually. The retention of factors was determined by the following criteria: (1) A minimum of three need statements loading with a coefficient of at least .40, (2) the Kaiser criterion of an eigenvalue of 1.0 or greater, and (3) the substantive criterion of whether the factor could be defined. Tables 3 through 16 present the results of these analyses.

A preliminary inspection of the seven sets of rotated factor loadings revealed that the eight scale scores generally emerged in different regions of the overall factor space. In one state, however, they tended to aggregate with one another. Second, the number of factors extracted was quite variable across states.

The factors within each state were also consensually identified/named. Next, comparisons of factors across states were conducted. This was the similarity/dissimilarity of item content, in conjunction with the presence/absence of particular marker variables and the presence of content noise arising from statements represented uniquely in one state or another. In this manner an effort was made to determine whether similar structures existed across states. Similar structures under these conditions of analysis can be viewed as "replications of source properties when surface properties vary." Considering the dissimilarity of the data input across states, such replications could constitute evidence favoring the hypothesis that there is an underlying set of regional needs.

Alabama. Alabama generated 64 need statements at its state conference. There were 19 additional statements generated by the state education agency. The 64 statements plus the eight marker variables were factor analyzed resulting in 22 factors based soley on the Kaiser criterion of an eigenvalue of 1 (see Tables 3 and 4). Applying the remaining criteria stated in the introduction, nine factors were defined after the initial result was rotated using the varimax solution. These nine factors in order of extractions are as follows:

1. Need for improved counseling and curriculum in vocational and career education programs.
2. Need for increased budget in order to implement educational mandates and special programs, e.g. fine arts, music.
3. Need to improve teacher evaluation, accountability, and tenure processes.
4. Need to have parents actively involved in school matters and informed about school processes.
5. Need to address educational concerns of special groups of handicapped children.
6. Need for schools to address sex equity issues.
8. Need to improve the status and perception of the educational process and the value of educators.
9. Need for special programs to meet the needs of gifted/talented students.
21. Need to address problems of equity in the schools.

Of the eight marker variables, six were used in defining factors. They are F1, F2, F3, F5, F6 and F9.

Table 3

Rotated Factors
(loadings ≥ .40)

Alabama
n = 110 v = 72

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
45 (.81)	33 (.80)	61 (.80)	62 (.72)	13 (.72)
F2 (.79)	59 (.75)	35 (.69)	F3 (.62)	16 (.62)
64 (.77)	41 (.65)	40 (.65)	19 (.56)	27 (.60)
63 (.75)	2 (.56)	48 (.57)	24 (.54)	5 (.48)*
53 (.69)	F4 (-.49)	29 (.55)	F6 (.53)	39 (.48)*
58 (.68)	11 (.47)*	46 (.45)	33 (.51)	F1 (.40)
15 (.56)	55 (.43)	4 (.42)*		
30 (.55)		F5 (.40)*		
22 (.54)				
F5 (.53)*				
57 (.43)				
39 (.41)*[1]				

Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
6 (.72)	36 (.80)	52 (.75)	60 (.84)	51 (.81)
28 (.61)	54 (.60)	10 (.70)	18 (.45)*	34 (.42)
F9 (.53)		37 (.49)	49 (.43)	
11 (.40)*				

Factor 11	Factor 12	Factor 13	Factor 14	Factor 15
3 (.80)	14 (.71)	4 (.66)*	26 (.77)	23 (.80)
			24 (.43)	

Factor 16	Factor 17	Factor 18	Factor 19	Factor 20
8 (.83)	20 (.73)	42 (.71)	31 (.82)	32 (.77)
44 (.42)	22 (-.51)		49 (.42)	25 (.42)

Factor 21	Factor 22
47 (.80)	56 (.66)
50 (.60)	11 (.44)*
5 (.55)*	
18 (.43)*	

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[1] The underlined items were not used to define the factors.

*These items loaded on more than one factor and a decision was made as to which factor it substantively loaded best.

Table 4

Rotated Factors: Eigenvalues and Proportion of Variance

Alabama

Factor	Eigenvalue	Portion
1	11.564	.161
2	5.742	.080
3	4.757	.066
4	3.076	.043
5	2.817	.039
6	2.570	.036
7	2.277	.032
8	2.167	.030
9	1.934	.027
10	1.819	.025
11	1.741	.024
12	1.698	.024
13	1.620	.022
14	1.567	.022
15	1.463	.020
16	1.317	.018
17	1.262	.018
18	1.239	.017
19	1.157	.016
20	1.129	.016
21	1.055	.015
22	1.000	.014

Kentucky. Kentucky's factor analysis was performed on 45 state generated statements and the eight marker variables. The unrotated results based on the Kaiser criterion produced 18 factors (see Tables 5 and 6). The rotated solution produced seven definable factors. The seven factors are named as follows:

1. Need to deal with equity concerns in the schools.
2. Need to improve teacher and administrators role and knowledge of mandates and research results as applicable to the classroom.
3. Need to improve relationships and communication between school and parents.
5. Need to determine adequacy of various educational processes in the state, e.g. tenure, funding, accountability.
7. Need to improve pay and benefits for educators.
14. Need for effective career and vocational guidance/education.
15. Need for more community input to develop non-traditional programs to address their needs.

Four of the eight marker variables were used in defining factors. They are F2, F4, F6, and F9.

Table 5

Rotated Factors
(loadings $\geq$ .40)

Kentucky
n = 85   v = 53

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
F9 (.77)	38 (.75)	37 (.82)	42 (.77)	27 (.81)
44 (.76)	3 (.65)	7 (.81)	14 (.60)	35 (.57)
23 (.61)	30 (.46)	4 (.76)		20 (.56)
32 (.55)[1]	18 (.41)	40 (.56)		24 (.54)
26 (.52)		F6 (.47)*		
F4 (.49)*				
F2 (.44)*				
13 (.42)*				

Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
1 (.85)	36 (.75)	10 (.68)	15 (.79)	29 (.72)
	2 (.70)	25 (.59)	9 (.64)	6 (.68)
	11 (.66)	12 (-.48)		
	F5 (.61)			
	39 (.45)			

Factor 11	Factor 12	Factor 13	Factor 14	Factor 15
28 (.70)	45 (.79)	F10 (.86)	41 (.72)	8 (.77)
21 (.63)		F1 (.52)	31 (.48)	F4 (.58)*
33 (-.53)		13 (.51)*	F2 (.47)*	5 (.58)
		43 (.40)		F6 (.50)*

Factor 16	Factor 17	Factor 18
22 (.79)	16 (.77)	34 (.78)
31 (-.45)	12 (.41)	

[1] The underlined items were not used to define the factors.

*These items loaded on more than one factor and a decision was made as to which factor it substantively loaded best.

Table 6

Rotated Factors: Eigenvalues and Proportions of Variance

Kentucky

Factor	Eigenvalue	Portion
1	8.219	.155
2	4.183	.079
3	3.228	.061
4	2.791	.053
5	2.581	.049
6	2.186	.041
7	2.083	.039
8	1.947	.037
9	1.722	.032
10	1.531	.029
11	1.476	.028
12	1.383	.026
13	1.316	.025
14	1.242	.023
15	1.182	.022
16	1.112	.021
17	1.059	.020
18	1.025	.019

Ohio. Ohio generated 61 need statements to be factor analyzed along with the eight marker variables. The initial results resulted in 19 factors (see Tables 7 and 8); the varimax rotation generated nine definable factors. The nine factors are as follows:

1. Need for schools to address social problems of student, e.g., drugs and alcohol and develop programs to educate students regarding such problems.
2. Need to improve programs regarding career and vocational counseling and education.
3. Need to improve school community relations.
4. Need to improve student's awareness of school objectives and develop a sense of their responsibility as students.
5. Need to identify outside of classroom factors (e.g., poor funding, poor facilities) affecting learning progress.
6. Need to improve teacher training and selection.
9. Need to develop and improve accountability and evaluation of teachers' performance.
15. Need to improve the integration/synthesis of our societal and educational processes.
20. Need to develop curriculum regarding life-long learning skills.

Five marker variables contributed to the definition of the factors. They are F1, F2, F3, F4, and F5.

Table 7

Rotated Factors
(loadings ≥ .40)

Ohio
n = 76   v = 69

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
6 (.80)	52 (.81)	24 (.76)	48 (.87)	3 (.83)
F1 (.77)	61 (.79)	59 (.55)*	16 (.58)	5 (.64)
2 (.57)	F2 (.73)	1 (-.46)	18 (.47)	17 (.59)
44 (.53)*	40 (.66)	21 (.44)*[1]	30 (.42)*	F4 (.59)*
20 (.51)	49 (.61)	F3 (.41)	50 (.40)	47 (.50)
F4 (.45)*	32 (.60)			23 (.50)*
22 (.40)	F5 (.49)			58 (.41)*

Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
43 (.84)	14 (.73)	51 (.87)	33 (.81)	57 (.76)
35 (.72)	37 (-.50)	7 (.68)	25 (.57)	54 (.46)
55 (.55)			39 (.50)	
58 (.43)*			30 (.45)*	
21 (.42)*			27 (.42)*	

Factor 11	Factor 12	Factor 13	Factor 14	Factor 15
F6 (.66)	11 (.79)	19 (.88)	8 (.71)	41 (.75)
27 (.56)*	36 (.42)*	23 (.46)*	36 (.41)*	9 (.62)
34 (.42)				45 (.54)*
				50 (.43)

Factor 16	Factor 17	Factor 18	Factor 19	Factor 20
15 (.80)	10 (.89)	56 (.82)	13 (.87)	38 (.83)
12 (.71)		42 (.53)		44 (.45)*
		59 (.42)*		60 (.44)
				45 (.42)*

Factor 21	Factor 22	Factor 23
26 (.87)	31 (.77)	29 (.86)
36 (.40)*	28 (.56)	

[1] The underlined items were not used to define the factor.

*These items loaded on more than one factor and a decision was made as to which factor it substantively loaded best.

Table 8

Rotated Factors: Eigenvalues and Proportions of Variance

Ohio

Factor	Eigenvalue	Portion
1	11.012	.160
2	5.073	.074
3	3.855	.056
4	3.375	.049
5	3.077	.045
6	2.858	.041
7	2.617	.038
8	2.404	.035
9	2.252	.033
10	2.164	.031
11	1.870	.027
12	1.821	.026
13	1.720	.025
14	1.629	.024
15	1.519	.022
16	1.446	.021
17	1.345	.019
18	1.306	.019
19	1.233	.018
20	1.189	.017
21	1.181	.017
22	1.080	.016
23	1.012	.015

Pennsylvania. Pennsylvania's factor analysis of 57 state generated need statements and eight marker variables resulted in 21 unrotated factors (see Tables 9 and 10). Applying a varimax rotation to these factors and naming of these rotated factors resulted in seven definable factors. These factors are named as follows:

1. Need to improve career education/guidance.
2. Need to improve student's mastery of basic and life-long living skills by identifying and addressing problems preventing mastery.
3. Current programs and goals of schools need to be redefined and adequately evaluated to meet the needs of all groups of students.
4. Need to improve school climate and resources.
7. Need to improve pre-service training programs and certification standards.
8. Need for the school and its programs to address the needs of its local community groups.
12. Need to address questions of equity and race relations in the educational process.

Three of the marker variables contributed to the definition of the seven factors. The marker variables that contibuted are F2, F5, and F9.

Table 9

Rotated Factors
(loadings ≥ .40)

Pennsylvania
n = 59 v = 65

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
31 (.77)	37 (.81)	29 (.84)	9 (.84)	4 (.87)
F2 (.72)	32 (.56)*	53 (.74)	20 (.61)	42 (-.52)
F5 (.67)	44 (.55)	35 (.63)*	41 (.53)*	1 (.50)*
36 (.65)	34 (.55)	16 (.48)*	39 (.51)	55 (-50)
F1 (.42)[1]	56 (.50)	26 (.47)*	F3 (.48)*	24 (-.44)
28 (.42)*	7 (.40)*	38 (.40)*	3 (.44)	
	35 (.40)*			

Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
43 (-.86)	48 (.85)	25 (.73)	33 (.79)	49 (.80)
54 (.56)	F3 (.62)*	11 (.57)	14 (.44)	18 (.49)
1 (-.45)*	38 (.61)*	7 (.48)*		
	17 (.53)	26 (.44)*		
	21 (.46)	41 (.42)*		
	2 (.46)*			

Factor 11	Factor 12	Factor 13	Factor 14	Factor 15
12 (.83)	F9 (.83)	51 (.83)	50 (.71)	46 (.77)
32 (.42)*	15 (.79)	F6 (.68)	F10 (.64)	13 (.48)
	52 (.78)		28 (-.49)*	
	40 (.44)		16 (.41)*	

Factor 16	Factor 17	Factor 18	Factor 19	Factor 20
19 (.82)	30 (.86)	22 (.77)	6 (.81)	45 (.69)
57 (.50)	47 (.57)			27 (.67)

Factor 21
23 (.80)
5 (.56)
2 (.47)*

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[1] The underlined items were not used to define the factor.

* These items loaded on more than one factor and a decision was made as to which factor it substantively loaded best.

Table 10

Rotated Factors: Eigenvalues and Proportions of Variance

Pennsylvania

Factor	Eigenvalue	Portion
1	9.823	.151
2	5.727	.088
3	4.253	.065
4	3.733	.057
5	3.088	.048
6	2.547	.039
7	2.418	.037
8	2.353	.036
9	2.162	.033
10	1.959	.030
11	1.950	.030
12	1.847	.028
13	1.815	.028
14	1.518	.023
15	1.437	.022
16	1.351	.021
17	1.291	.020
18	1.275	.020
19	1.121	.017
20	1.077	.017
21	1.063	.016

Tennessee. Tennessee generated 63 need statements. The factor analysis of these statements plus the eight marker variables resulted in 23 initial factors (see Tables 11 and 12). Definition subsequent to the varimax rotation resulted in eight factors. The eight factors are named as follows:

1. Need for schools to stress family relations and school family communications to produce life long effects.
2. Need to improve overall academic achievement of students.
6. Need for improve funding to provide better guidance and other student services.
7. Need for a redefinition of education to clarify its role and responsibilities in society.
10. Need to agree upon the philosophy and evaluation of education.
14. Need for educators, programs, and curriculum to be more responsive to special groups, e.g., non-English speaking groups, special education students.
20. Need to develop consensus among various interest groups regarding educational processes.
23. Need to expand, broaden, and support all educational and service programs.

Four of the eight marker variables contributed to the definition of the eight factors. These four variables are F1, F2, F3, and F6.

Table 11

Rotated Factors
(loadings $\geq$ .40)

Tennessee
n = 81   v = 71

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
F3 (.83)	46 (.80)	57 (.80)	22 (.83)	53 (.88)
F1 (.74)	18 (.74)		55 (.69)	
F6 (.69)	41 (.70)		31 (.50)*	
F5 (.61)[1]	43 (.66)			
26 (.57)*	44 (.48)			
8 (.50)				
50 (.46)				
24 (.45)*				
63 (.45)*				
F10 (.41)				

Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
14 (.74)	7 (.81)	30 (.70)	51 (.85)	37 (.74)
56 (.54)	48 (.60)	34 (.66)		5 (.67)
F2 (.53)	63 (.53)*	25 (.57)		31 (.42)*
	32 (.49)	40 (-.41)*		
	12 (.-41)			

Factor 11	Factor 12	Factor 13	Factor 14	Factor 15
42 (.82)	13 (.71)	29 (.72)	62 (.80)	49 (.83)
33 (.63)	15 (.51)	21 (.65)	24 (.47)*	6 (-.50)
	26 (.42)*	23 (.49)	4 (.45)	

Factor 16	Factor 17	Factor 18	Factor 19	Factor 20
16 (.81)	17 (.73)	28 (.76)	45 (.85)	38 (.82)
61 (.68)	40 (.50)*	3 (.51)		35 (.61)
				40 (.45)*

Factor 21	Factor 22	Factor 23
2 (.84)	11 (.71)	36 (.78)
27 (.41)		58 (.60)
		39 (.45)

[1] The underlined items were not used to define the factor.

* These items loaded on more than one factor and a decision was made as to which factor it substantively loaded best.

Table 12

Rotated Factors: Eigenvalues and Proportions of Variance

Tennessee

Factor	Eigenvalue	Portion
1	12.344	.174
2	4.725	.067
3	3.912	.055
4	3.546	.050
5	2.906	.041
6	2.584	.036
7	2.524	.036
8	2.153	.030
9	2.080	.029
10	2.002	.028
11	1.898	.027
12	1.803	.025
13	1.740	.025
14	1.570	.022
15	1.488	.021
16	1.418	.020
17	1.335	.019
18	1.292	.018
19	1.221	.017
20	1.108	.016
21	1.075	.015
22	1.037	.015
23	1.009	.014

Virginia. Virginia generated 52 need statements to be factor analyzed with the eight marker variables. The resulting analysis produced 21 factors (see Tables 13 and 14). After rotation and definition eight factors emerged. The eight factors are named as follows:

1. Need to standardize curriculum to develop basic skills in students.
3. Need to improve career education and guidance.
4. Need to develop new instruments or utilize present ones more effectively for placing students in major areas.
5. Need to improve family/school relations to create a positive student attitude.
6. Need to better integrate various services into the schools to reduce duplication and high cost.
8. Need to upgrade training of teachers and provide adequate compensation for their efforts.
9. Need to improve and expand programs for the gifted through increased funding and adequate planning.
21. Need to provide special programs for all students.

Four of the marker variables were used in defining the factors. Those markers variables are F1, F2, F3, and F5.

Table 13

Rotated Factors
(loadings ≥ .40)

Virginia
n = 91   v = 60

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
5 (.76)	27 (.74)	19 (.78)	36 (.75)	F1 (.64)
44 (.72)	24 (.67)	18 (.70)	8 (.55)	F3 (.63)
50 (.64)		F2 (.70)	10 (.51)*	37 (.47))
20 (.57)		17 (.46)	17 (-.40)	15 (.45)*
49 (.53)[1]		F5 (.43)*		9 (.43)
40 (.48)				
52 (.41)*				
16 (.41)*				

Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
28 (.72)	39 (.84)	33 (.83)	4 (.77)	11 (.83)
16 (.48)*	48 (.73)	30 (.61)	2 (.71)	10 (.73)*
25 (.48)		52 (.53)*	14 (.41)	F5 (.41)*
F4 (.46				
F9 (.42)*				

Factor 11	Factor 12	Factor 13	Factor 14	Factor 15
22 (.85)	46 (.85)	34 (.81)	1 (.78)	31 (.85)
23 (-.42)	51 (.44)	29 (.48)		
		F9 (.45)*		
		15 (.43)*		

Factor 16	Factor 17	Factor 18	Factor 19	Factor 20
43 (.75)	35 (.73)	6 (.80)	47 (.79)	45 (.49)
			13 (.41)	38 (-.47)

Factor 21
12 (.77)
21 (.63)
7 (.48)

[1] The underlined items were not used to define the factor.

*These items loaded on more than one factor and a decision was made as to which factor it substantively loaded best.

Table 14

Rotated Factors:
Eigenvalues and Proportions of Variance

Virginia

1	9.999	.167
2	3.656	.061
3	3.225	.054
4	3.036	.051
5	2.576	.043
6	2.225	.037
7	2.107	.035
8	2.026	.034
9	1.885	.031
10	1.755	.029
11	1.727	.029
12	1.609	.027
13	1.493	.025
14	1.353	.023
15	1.317	.022
16	1.230	.021
17	1.208	.020
18	1.118	.019
19	1.091	.018
20	1.028	.017
21	1.000	.017

West Virginia. West Virginia generated 67 need statements. These 67 statements along with the eight marker variables were factor analyzed and resulted in 24 original factors (see Tables 15 and 16). The rotated solution resulted in 12 factors. The 12 factors are named as follows:

2. Need to teach students a sense of responsibility in general and regarding their school.
3. Need to improve communication between all groups involved in the educational process, e.g., public, teachers, administrators and legislators.
4. Need to implement new and mandated programs with more detailed informaion and more cost effectiveness.
6. Need to develop improved communication about R & D and evaluation results and the affected groups, e.g., teachers and schools.
7. Need for all children to be addressed as individuals in order to develop to their fullest potential.
8. Need to improve process for financing schools.
10. Need to define and redefine responsibilities and roles of various groups involved in education, e.g., teachers, legislators, parents and administrators.
13. Need to improve status of vocational programs to encourage student participation.
20. Need to improve teacher preparation in order to improve student performance and assessment.
22. Need for improved career guidance/education program.
23. Need to improve processes regarding information gathering and reporting about personnel and other decisions.
24. Need to improve training and evaluation of teachers and administrators.

Two marker variables, F2 and F5, were used in defining the 12 factors. Factor 1, which accounted for the largest portion of the variance, approved to have no common conceptual framework and could not be defined.

Table 15

Rotated Factors
(loadings ≥ .40)

West Virginia
n = 80   v = 75

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
F1 (.71)	31 (.70)	1 (.72)	55 (.85)	14 (.79)
29 (.59)	61 (.65)	4 (.68)	47 (.85)	34 (.56)
F9 (.57)	65 (.64)	7 (.58)	2 (.49)	
52 (.51)	27 (.41)[1]	64 (.55)	10 (.42)	
66 (.50)		28 (.45)	24 (.41)*	
22 (.50)				
F5 (.47)*				
34 (.45)				

Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
21 (.75)	37 (.73)	18 (.81)	17 (.86)	5 (.77)
8 (.72)	39 (.62)	38 (.45)	46 (.65)	26 (.59)
11 (.54)	40 (.40)	24 (.41)*		30 (.51)

Factor 11	Factor 12	Factor 13	Factor 14	Factor 15
67 (.84)	9 (.87)	50 (.82)	16 (.79)	59 (.83)
	45 (.68)	63 (.60)	43 (.72)	54 (.41)
	44 (.47)	53 (.53)		

Factor 16	Factor 17	Factor 18	Factor 19	Factor 20
60 (.83)	33 (.85)	6 (.83)	32 (.82)	27 (.56)
F4 (.50)	48 (.47)	F9 (-.40)	38 (.43)	20 (.55)
				42 (.55)
				15 (.50)
				49 (-.50)

Factor 21	Factor 22	Factor 23	Factor 24
12 (.84)	62 (.82)	23 (.69)	41 (.66)
51 (.46)	F5 (.51)*	25 (.64)	44 (.56)
	F2 (.43)*	F2 (.59)*	35 (.52)
		13 (.54)	3 (.48)
		22 (.44)	11 (.43)

[1] Underlined items were not used to define the factor.

*These items loaded on more than one factor and a decision was made as to which factor it substantively loaded best.

Table 16

Rotated Factors: Eigenvalues and Proportions of Variance

West Virginia

Factor	Eigenvalue	Portion
1	9.500	.127
2	5.265	.070
3	4.334	.058
4	3.572	.048
5	3.063	.041
6	2.976	.040
7	2.669	.036
8	2.605	.035
9	2.524	.034
10	2.212	.029
11	1.989	.027
12	1.925	.026
13	1.890	.025
14	1.846	.025
15	1.713	.023
16	1.676	.022
17	1.580	.021
18	1.549	.021
19	1.453	.019
20	1.392	.019
21	1.292	.017
22	1.191	.016
23	1.102	.015
24	1.053	.014

Summary

The results of the individual state analyses indicated that marker variables F2 and F5 (the need for effective career education/guidance and need for reliable and useful resources relative to career decisions, respectively) appeared most frequently. Marker variable F2 contributed to defined factors in all seven states and F5 in five states (see Table 17). Marker variables F10 (need to deal with non-formal learning) did not load on defined factors in any of the seven states.

In naming the factors in each state the areas of career education and school/family relations were the most prevalent areas across the seven states. This is consistent with the findings regarding the frequency with which the marker variables loaded in the states. Also, improved teacher training and evaluation procedures, and improving student achievement were evidenced.

In five of the seven states, one of these areas emerges as the initial two defined factors. This is noted because the principal components method extracts factors in order of the amount of variance they account for in the correlation matrix.

Thus, it appears that while the identifications of the state R & D service agendas and of the AEL programmatic agenda were subjective in nature, the factor analysis procedure using "marker variables" did provide objectivity to the process. The procedure employed did substantiate the AEL decision to direct staff effort and fiscal support in two R & D areas (Career Development/Lifelong Learning and School/Family Relations). Basic Skills research, while originally listed as an important area in all seven states, did not surface as a common factor across the seven states. However, basic skills related items did surface in such factors as, "Need to improve student's mastery of basic and lifelong living skills by identifying and addressing problems preventing mastery."

Similarly, the analytical procedure also substantiated the topic areas identified through a content analyses during the development of individual state's educational R & D agenda.

Table 17

Marker Variable Contributions to Definition of Factors

	AL	KY	OH	PA	TN	VA	WV
F1	address educational concerns of handicapped children (5)	DNC*	address social problems of students (1)	DNC	stress school/ family relations/ communications (1)	improve family/ school relations (5)	DNC
F2	improve counseling and curriculum in career and vocational education (1)	need effective career and vocational guidance/education (14)	improve career and vocational education and counseling (2)	improve career education/ guidance (1)	improved funding for better guidance and services (6)	improve career education and guidance (3)	improve career education/ guidance (22
F3	parent involvement in schools (4)	DNC	improve school/ community relations (3)	DNC	stress school/ family relations/ communications (1)	improve family/ school relations (5)	DNC
F4	DNC	community input into non-tradi. programs (15)	address social problems of students (1)	DNC	DNC	DNC	DNC
F5	improve couseling and curriculum in career and vocational education (1)	DNC	improve career and vocational education and counseling (2)	improve career education/ guidance (1)	DNC	improve career education and guidance (3)	improve career education/ guidance (22
F6	parent involvement in schools (4)	community input into non-tradi. programs (15)	DNC	DNC	stress school/ family relations/ communications (1)	DNC	DNC
F9	address sex-equity issues in schools (6)	address equity concerns in schools (1)	DNC	address equity and race relation concerns (12)	DNC	DNC	DNC
F10	DNC	DNC	DNC	DNC	DNC	DNC	DNC

*DNC = did not contribute to the definition of any factor

APPENDIX

* * * NOTICE * * *

The reader is hereby cautioned about the factual accuracy of the following statements of need. These statements (presented in a "what is--what is preferred" format) were generated by participants at a state conference. The statements are the product of a group of people convened for the purpose of identifying educational needs. However, the procedures utilized in this process did not provide for checking the factual accuracy of the "what is" statements; the "what is" statements reflect the perceptions of conference participants rather than documented facts. The factual accuracy of these statements cannot be attested to by the State Department of Education, the Appalachia Educational Laboratory, or the National Institute of Education, and no official endorsement of these statements is implied nor should such endorsement be inferred.

KEY

State A:	West Virginia
State B:	Virginia
State C:	Tennessee
State D:	Pennsylvania
State E:	Ohio
State F:	Kentucky
State G:	Alabama

NS No. 101

What is: Many single parents have the full responsibility for their children and do not have anyone to turn to for support. Some of their problems are: (1) worry that their child is not in contact with an adult of the opposite sex; (2) helping the child deal with death or divorce; (3) lack of education or training that will lead to a better job; and (4) not knowing even where to seek information.

What is preferred: That all parents should receive emotional and moral support; especially single parents should have help. Information about adult training, education and job improvement should be available to all adults, especially single parents who have not previously supported a family.

NS No. 102

What is: Prenatal care is one of the most important services affecting the health of the child and the mother. In Appalachia 50% of mothers wait until late in their pregnancy to receive prenatal care. As a result, early infant death remains very high. Health education should focus more on "prevention" and on people's own responsibility for their health. More "prevention" could help with problems such as (1) teenage drinking (which is related to mental retardation in infants born to drinking mothers); (2) drug abuse; and (3) childhood deaths from accidents and suicide.

What is preferred: That education is needed to teach Appalachian women the importance of early prenatal care and how to get it. Also needed is a curriculum that focuses on "preventive health" education. It should include training to be responsible for one's own health. It should provide information on prenatal care, drug effects and abuse, accident prevention, etc.

NS No. 103

What is: Many parents recognize a need and express a desire to learn more about child-rearing. They want to discuss common problems with other parents. They have many questions but do not know what services or programs are available to their families. Some major kinds of parents' interests include: (1) child development (including emotional development, what to expect at different ages, how to handle various stages); (2) concerns about helping their child in school, how their child compares with others, etc.; (3) general interest in doing a good job or a better job of being a parent.

What is preferred: That many choices of services should be available to parents who seek information about child-rearing. Information about programs and services for families needs to be (1) collected and kept up to date; (2) widely distributed; and (3) made readily available to parents. They also need instruction in how to use such information. The instruction is needed as part of the school curriculum and then as ongoing education through television, printed materials, special classes, etc. Parents' needs and desires should be included when making plans. Programs to help parents should be careful not to weaken parents' self confidence.

NS No. 104

What is: Current "family life education" and curriculum for school age students are based on untested ideas of what children of different ages may be ready to learn through (1) classroom instruction and (2) direct experience. Without proper education, teenage pregnancy is viewed as a "status symbol" by some girls in the schools. Over 20% of all American births are to girls younger than 19.

What is preferred: That studies should test (1) what children of different ages are ready to learn and (2) by what instructional methods they might best learn the attitudes and skills needed to take care of babies and young children. A research based curriculum is needed for grades K-12. It should deal with all areas of family life and the responsibilities of parenthood.

NS No. 105

What is: Universities and state and federal agencies have invested much in preparing curriculum materials. These include TV, film and printed materials to promote effective parenting practices. It is generally assumed that this is an efficient method of helping parents.

What is preferred: That studies should be made that find out whether these materials are useful and meet the needs of parents. These materials need to be compared with other methods which depend more on direct person-to-person contacts through families, churches, or community programs.

NS No. 106

What is: Since 1975, more than 700,000 children have run away from home each year for many reasons. Many parents express a need for help when their children become teenagers. They feel that programs and services are lacking for teenagers, as well as for their parents.

What is preferred: That the teen years should be recognized as an age period with special challenges for children and parents. There is a need for special programs to help children and parents during this time of life.

NS No. 107

What is: Appalachian children have about twice as many handicaps as other children in the United States. Many of these handicaps are not recognized early and so the parents and children do not receive medical and educational services. It is very expensive to provide the needed special education services to these handicapped children in rural areas of the Region.

What is preferred: That early checking and testing should be used to find handicaps. That medical and educational services should be offered for parents and children. Education should not attempt to "go it alone" in special educational efforts in rural areas. "Model programs" that provide comprehensive services should be identified. Their methods should be shown and taught to other programs.

NS No. 108

What is: Many parents express dissatisfaction with their children's schools. Some parents are concerned that the teachers "are not interested," or "don't set good examples." Others say they want specific programs or services not now available in the schools, such as medical attention, before and after school child care, counseling, etc. Many parents are concerned about their children's progress but feel unable to work cooperatively with the schools. They also often find it impossible to fit school meetings into their busy schedules.

What is preferred: That ways need to be developed to help parents feel good about their children's schools. That schools and other organizations serving families should make special efforts to meet the needs of parents.

NS No. 109

What is: Extremely practical methods have been found for involving parents in preschool programs. These methods help preschool children learn more. But at the elementary and secondary levels, there has been much less success at involving parents. Thus, it seems easier to involve parents of younger children. Many see this as resulting from attitudes that teachers have toward parents helping with their children's school learning.

What is preferred: That better methods are needed for involving the parents of children at all grade levels in their children's learning. The use of new methods may require that school personnel change attitudes toward parents. It may also be necessary to develop new methods for increasing parents' interest and involvement in school.

NS No. 110

What is: The number of working mothers in the Appalachian region is equal to the national average and is increasing. Despite this fact, a variety of comprehensive child care services, including opportunities for trained persons to work directly with parents and children, is not widely available in the region. As a consequence, a substantial number of children in Appalachia spend long, unsupervised periods at home.

What is preferred: That schools, school boards, administrators, employers, and others be encouraged, through provisions of research findings and technical help, to provide more "comprehensive" child care services.

NS No. 111

What is: Schools that have programs to educate parents and involve them in their children's learning often do an inadequate job of evaluating the effects of those programs and measuring public support for them.

What is preferred: That schools evaluate more systematically the successes, failures, and effects of their parent education programs so that they can better justify them and plan for their future improvement.

NS No. 112

What is: Because many parents and grandparents, particularly those in rural areas, are illiterate, they find it difficult to help their children with school work or to provide them with positive examples of successful learning.

What is preferred: That programs be developed to help parents and other older adults, particularly those in rural areas, improve their own education, thereby enabling them to be more effective in assisting children with school work, encouraging them to complete school, and helping them make satisfying career choices.

NS No. 113

What is: Even though many women in rural settings are frustrated, lonely, and unable to see ways of changing their current situations, little attention is paid by either rural educators or supporters of women's education to the specific needs of those women.

What is preferred: That greater attention be directed to identifying and meeting the educational needs of women in rural settings.

NS No. 114

What is: Many school districts in the Appalachian region report that students' test scores in reading and mathematics are below national averages.

What is preferred: That strategies be developed to bring these test scores up to national averages.

NS No. 115

What is: Many teachers lack both the skills and the time that are necessary to involve parents effectively in regular classrooms, in Head Start programs, and in other special programs. For instance, the procedures for conferring with parents to develop "Individual Educational Programs" (IEP's) for handicapped children are not clear to all teachers, and many claim that these conferences are very time consuming and that they substantially reduce the teaching time available for all children.

What is preferred: That teachers increase their ability to involve parents effectively in the education of their children, and, simultaneously, that more efficient procedures be developed for doing this, so that contact time with students is not substantially reduced.

NS No. 116

What is: Teenagers in rural areas often have few social contacts and so they tend to feel socially inferior to their peers who have grown up in less rural settings. As a consequence, they are often less well prepared to participate fully in the broader society when they finish school and become adults.

What is preferred: That strategies be developed for helping teenagers in rural areas develop more fully their social and interpersonal skills, e.g., increasing the sensitivity of rural educators to this particular need and then providing more opportunities for children who live in rural areas to participate fully in school activities and social events before, during, and after regular school hours.

NS No. 120

What is: Many students are not taking full advantage of the educational and training opportunities available and are making inappropriate decisions because they do not have an understanding of their interests, aptitudes, and values, or do not have an adequate understanding of the world of work.

What is preferred: That students be provided experiences to develop an understanding of: themselves, the world of work, and educational opportunities, and to develop career exploration and decision-making skills.

NS No. 121

What is: Appalachian students are being placed at a disadvantage due to the slow rate of adoption of career guidance programs and products which have demonstrated effectiveness through educational research and development.

What is preferred: That improved strategies be developed for reducing the lag time between the development of effective career guidance programs and the access of students to those programs.

NS No. 122

What is: Opportunities and resources within the community are not being adequately used by schools to enrich classroom learning, to provide students with first hand experiences to understand the world of work, or to facilitate the process of career exploration for individual students.

What is preferred: That methods and procedures be developed to help students, teachers, and guidance staff identify and more fully utilize community resources and opportunities.

NS No. 123

What is: Many counselors, teachers, and school administrators are unprepared for their respective roles in comprehensive career education and guidance programs because there are few effective preservice and in-service programs available to help them acquire the requisite knowledge and skills.

What is preferred: That ways be devised to improve the availability and effectiveness of career education and guidance preservice and in-service training for counselors, teachers, and school administrators.

NS No. 124

What is: Many students are prevented from reaching their full potential because of limitations imposed by their attitudes and values regarding themselves and what they feel is appropriate based on their sex, age, race, and physical characteristics.

What is preferred: That students become more aware of how their self concepts and attitudes can affect their educational and career development.

NS No. 125

What is: Many students are turned off by education which they view as irrelevant in terms of their present experience and future needs. They feel they have little or no control over what happens to them in school and see no relationship between education and their occupational futures.

What is preferred: That ways be devised to increase students' awareness of the personal relevance of education and to stimulate greater student responsibility and initiative for their own learning and career development.

NS No. 126

What is: Many students do not understand the career implications of the educational decisions they must make when they enter high school. This frequently results in less effective use of the educational opportunities available during high school and increased concern by parents regarding the lack of direction in their children's educational and career development.

What is preferred: That children in elementary and junior high/middle school develop a foundation for understanding the variety of educational opportunities open to them; the career possibilities to which they can lead; and the relationship of education, citizenship, and career development to their lives.

NS No. 127

What is: Guidance staff are more responsive to incidental problem situations within schools than they are to the broad educational and career development requirements of all students. As a consequence, guidance programs are frequently limited in scope and fragmented. These programs are not effective in helping students build the competencies needed for educational and career planning in advance of decisions students must make in school.

What is preferred: That guidance programs be geared to the educational and career development requirements of all students and be organized in terms of curriculum appropriate for each level of education with definite objectives, learning experiences, and materials.

NS No. 128

What is: A major segment of the adult population is experiencing job dissatisfaction, unemployment, underemployment, or has a desire for change. Adult and continuing education is doing little to provide the career guidance they need to make meaningful transitions.

What is preferred: That adult and continuing education provides for the career needs of adults and that research and development focus upon services, materials, and programs needed to assist them in their transition.

NS No. 129

What is: Abrupt retirement causes many individuals to lose a sense of purpose and to suffer from loneliness and boredom which in many cases result in withdrawal, alcoholism, or suicides. Education is doing little to prepare people for the traumatic change.

What is preferred: That education should provide preretirement and post-retirement career guidance services to help individuals plan and implement a successful transition from active employment to the retirement phase of their career.

NS No. 130

What is: Schools are finding it difficult to comply with federal legislation mandating that special student populations, such as the handicapped and gifted, receive appropriate career education and guidance. Because of the limited materials and programs designed for their use, special students are denied the opportunity to become active and informed participants in planning their careers.

What is preferred: That materials and programs be developed and made available to meet the unique and diverse career education and guidance needs of special student groups.

NS No. 131

What is: Students are forced to make important education and career plans and decisions with local, state, and national employment information and projections that are either incomplete or in a form that cannot be used. Vocational educators and other school staff are at a similar disadvantage in using this type of information for curriculum planning.

What is preferred: That ways be devised to make adequate local, state, and national employment information and projections available to students and educators in a form that facilitates appropriate use.

NS No. 140

What is: "Do-it-yourself" books are available from nearly every publisher on nearly every subject for nearly every kind of personal problem or human condition; and yet, we have neither criteria for evaluating the merits of these various books nor empirical data on the degree to which specific books meet these criteria.

What is preferred: That there be a set of criteria for evaluating the many different "do-it-yourself" books and specific evidence or documentation on how well particular books meet those criteria.

NS No. 141

What is: Even though from 60-80 percent of all adult learning occurs in non-school, non-business, non-formal settings, we have very little empirical data -- either descriptive or evaluative -- about this learning. As one consequence of this lack of data, these kinds of continuing education experiences tend to have limited credibility among professional educators.

What is preferred: That learning that occurs in these kinds of non-school, non-business, non-formal settings be carefully researched and documented in terms of objectives, methods, resources, outcomes, and, ultimately, utility for learners.

NS No. 142

What is: To a considerable degree, the curriculum and materials used in schools continue to be oriented predominantly to males. For example, they are dominated by male stereotypes; they are generally geared to the learning maturation rates of boys; and they tend to ignore the educational needs of women and girls, particularly those residing in rural areas.

What is preferred: That the curriculum and materials used in schools treat equitably the perceptions, needs, and aspirations of boys and girls.

NS No. 143

What is: Some teachers seem to be unaware of or insensitive to the harmful effects of sex role stereotyping in their classrooms. For example, they tend to focus on the behaviors of male students and to reinforce those behaviors differently than they do the behaviors of female students; they are sometimes unable to identify sexist curricular materials or their own sexist teacher behaviors; and they are often unaware of the harmful, limiting effects of sex stereotyping on both male and female students.

What is preferred: That teachers increase their knowledge of and sensitivity to the harmful effects of sex role stereotyping in their own classrooms.

NS No. 144

What is: Basic skills -- "the 3 R's" -- are given primary attention these days by most board members in school districts and by most chief state school officers.

What is preferred: That basic skills be viewed in the context of other coping, adaptive, and functional skills that are essential to effective living and working.

NS No. 145

What is: For most students, whether in grade school, high school, or college, formal education tends to be classroom-based, and academic credit tends to be awarded only upon completion of traditional curricular offerings. One consequence of this is that students who cannot succeed in a traditional classroom setting -- students who are often disadvantaged, disaffected, or representative of minority cultures -- become "drop-outs" or "push-outs" from school.

What is preferred: That the concept of "formal education" be broadened to include exeriential learning alternatives outside the classroom, providing for the awarding of academic credit for such learning in the community or in other less formal educational settings.

NS No. 146

What is: Schools, industries, businesses, labor organizations, and governmental agencies all tend to go their own way in designing and implementing educational and training programs for children and young adults.

What is preferred: That there be considerably more communication and collaboration among these various interest groups with respect to the education and training of children and young adults.

NS No. 147

What is: Career education fails to reach its full potential with all students. It is frequently so infused into traditional curriculum that information about careers becomes distilled to meaningless trivia and students are unable to see relationships between their educational coursework and possible future work roles. Moreover, career decision-making with the help of a school counselor tends to involve primarily those students that are college bound.

What is preferred: That career education be integrated prominently and meaningfully in all educational offerings and that all students have an opportunity to engage continuously in career decision-making, problem-solving, and inquiry, with the aid of teachers, counselors, peers, and working adults outside the school.

NS No. 148

What is: The constraints on successfully individualizing instruction are considerable: It is thought to be time consuming and difficult to do in light of current class loads, time constraints, and physical limitations; teachers are not always certain what instructional content can best be individualized; and many teachers, particularly those in special education, have trouble conceptualizing and implementing programs of individualized instruction that are comprehensive, relevant to students' current and future needs, and focused more on skill development than on mastery of traditional content.

What is preferred: That ways be devised to reduce, eliminate, or cope successfully with some of these constraints on successful individualization of instruction.

NS No. 149

What is: The educational programs provided for many students who are disadvantaged, disaffected, or representative of minority groups are not based on the particular needs, interests, abilities, and temperaments of those students; the programs tend to be influenced more by administrative or curricular dictates than by perceived student needs; and, as a consequence, the programs often fail to prepare those students for future education and/or successful employment.

What is preferred: That renewed attention be given to designing and providing improved educational programs for those students who are disadvantaged, disaffected, or representative of minority groups.

NS No. 150

What is: Under traditional educational norms, students are generally expected in the teaching-learning process to be passive recipients of established knowledge. Self-initiated problem-solving is usually discouraged. Instructional goals, objectives, and methods are typically determined unilaterally by teachers and administrators. Memorization is the predominant learning mode, and teachers are generally considered to be the authorities who are best able to identify and transmit the information that students should learn.

What is preferred: That an alternative set of norms be encouraged--norms that allow for greater involvement of students in curriculum development; that treat teachers more as facilitators and coordinators of student learning than as directors of it; and that encourage students to be self-directed, to develop problem-solving and inquiry skills early in their education, and to seek out learning activities that are experiential and "hands-on."

State A Need Statements

1 What is: There are inadequate channels for communication between teachers and administrators.

What is preferred: That methods be devised to enhance this communication.

2 What is: School transportation costs are increasing rapidly.

What is preferred: That more efficient school transportation systems be developed and used.

3 What is: School facilities are currently used primarily for educational purposes with children during daylight hours.

What is preferred: That schools be considered to be a more integral part of the community and that they be used for a variety of community purposes, e.g., by community organizations and citizen groups, for special evening and summer programs, etc.

4 What is: Community resources are not adequately used in most educational programs, nor is community education adequately funded in most school districts.

What is preferred: That there be increased recognition--in terms of both funding and use--that "four walls do not a classroom make."

5 What is: Local school agencies and their officials are continually losing control of educational decisions; more and more decisions are made at a state level; legislatures mandate new laws that must be complied with immediately; school law is becoming increasingly complex as the courts render each new decision; and both the federal government and "pressure groups" of various kinds attempt to influence local educational decision-making.

What is preferred: That ways be found in the midst of all this to preserve at least shared control of educational decisions at a local level, increase clarity in the laws and regulations, and develop better methods of keeping local citizens involved in educational decision-making.

6 What is: For many teachers today, their self-esteem is low, their attitudes toward teaching are negative, and their morale is poor. One consequence of these conditions is that teacher absenteeism is on the increase.

What is preferred: That programs, incentives, and conditions be changed and/or developed to increase the self-esteem and morale of teachers, and thereby potentially reduce teacher absenteeism.

7 What is: Communication between schools and the public is limited, e.g., the public has not been adequately informed about the "three track educational program" adopted by the state; parents and citizens are unaware of vocational training programs; and sometimes educators share only problems and not successes in school.

What is preferred: That increased and improved communication occur between schools and their communities, as well as between schools and institutions of higher education.

8 What is: There is limited communication and coordination among federal, state, and local agencies directly or indirectly involved in education, e.g., between vocational schools and community colleges, between research and development units and state/local educational agencies, between special education residential centers and local school systems. As a result, educational groups disagree on legislative needs; data collection and dissemination are fragmented; and adversary relationships develop.

What is preferred: That ways be developed to enhance communication, coordination, and cooperation among these various educational agencies, e.g., development of synthesis studies, regional exchanges, and clearinghouses.

9 What is: The school calendar is presently too restrictive in terms of its beginning, ending, and snow day regulations.

What is preferred: That the calendar be less restrictive.

10 What is: Under current guidelines, there is too much waste in most hot lunch programs.

What is preferred: That less wasteful lunch programs be devised.

11 What is: The evaluation of professional personnel--teachers, administration and service personnel--is currently limited and generally ineffective.

What is preferred: That improved performance evaluation systems (and the tools they require) be devised, adopted and utilized; that the time provided for staff evaluation and the training required for those who do it be increased; and that better use be made of the whole process, perhaps even to the point of basing teacher compensation on quality of performance.

12 What is: There is too little attention given to guidance and counseling at the elementary school level.

What is preferred: That guidance and counseling become an integral part of all elementary school programs, ideally to the point of having one counselor in every elementary school.

13 What is: Counselors typically have heavy case loads and many administrative/clerical duties.

What is preferred: That their duties be clarified and assistance be provided for their more clerical tasks.

14 What is: In many schools, student support services (guidance, attendance, testing, and health) tend to be fragmented and crisis-oriented.

What is preferred: That these support services be more developmental and preventive in nature.

15 What is: Many school buildings have been poorly designed architecturally, they are old and dilapidated, and/or they are not energy efficient.

What is preferred: That efforts be made to substantially remodel or renovate existing buildings, construct new ones, and make all schools more energy efficient.

16 What is: Private schools receive little financial support from the state and they are not expected to meet state criteria comparable to those for public schools.

What is preferred: That comparable criteria be adopted for private schools and that, perhaps as a consequence, they receive more financial aid from state sources.

17 What is: The artificial geographic boundaries between counties, cities, school districts, etc. tend to be restrictive, provincial, and inhibiting of programs.

What is preferred: That these boundaries be modified or, if that is not possible, that there be better coordination across them.

18 What is: Current systems for financing schools are inadequate; funds are limited and those that are available are not always appropriately invested.

What is preferred: That current sources of revenue, systems for all allocating those revenues, and procedures for investing existing resources be at least reviewed, if not modified.

19 What is: Auxillary support services for teachers are limited and they often do not have input regarding their access or use, e.g., materials are scarce and regimented; tutorial programs are not available for all students; and aides, counselors, parents, and community volunteers are few in number.

What is preferred: That more auxillary support services be available to teachers.

20 What is: Achievement test scores appear to be declining as students move from grade to grade.

What is preferred: That this trend be arrested and reversed.

21 What is: Research and development are not systematically practiced in education, nor are the resulting data systematically used by schools and colleges, e.g., needs assessments are typically conducted in terms of perceived needs and by verbal interaction among educators rather than on the basis of "hard data;" and most planning is not based on the results of research and development.

What is preferred: That more systematic programs of research and development be developed and that their results be used systematically in needs assessment and planning.

22 What is: Systems for collecting, analyzing, and reporting evaluative or performance data about both programs and students are essentially nonexistent in schools.

What is preferred: That such systems, including perhaps those capable of cost-benefit analysis, be developed and used.

23 What is: For many educational problems today, we lack important information needed to solve those problems, e.g., we don't really know why some students fail and others succeed; we don't really know the "why's" behind student absenteeism; we don't know what the alternatives are for financing schools; we don't know which curricula work and which do not; and we don't know if career education would be more successful if begun in the elementary grades.

What is preferred: That we engage in more systematic investigation addressed to these kinds of issues and questions.

24 What is: In education we tend to adopt changes without first investigating thoroughly the costs and benefits of those changes, e.g., the state adopts the "three track educational program" without first validating it; the possibility of competency testing appears imminent, yet data appear to be lacking to justify that decision; and we support regional educational laboratories without really knowing how "productive" they are.

What is preferred: That we investigate more thoroughly the costs and benefits of our decisions before we make them, including perhaps careful field-testing and budgetary analysis of the implications of those decisions and changes.

25 What is: The criteria for selecting administrators are not always clear and justifiable, e.g., the qualifications to to be a superintendent are limited to a degree in education; and building principals are not always chosen because of their administrative and instructional abilities.

What is preferred: That the criteria used to select administrators be studied and that consideration be given to broadening those criteria, e.g., training, ability, work in other disciplines, etc.

26 What is: Building principals seem no longer to be educators, but more and more "managers" whose primary responsibilities are limited to budgeting, personnel, school plant, etc. Their responsibilities as instructional leaders are negligible.

What is preferred: That principals should be expected to be instructional leaders and that their training should be broader in scope than it now is, including, for instance, work in human relations, leadership, and curriculum.

27 What is: Standards for promotion and graduation are not always applied equally.

What is preferred: That these standards be applied consistently throughout the state.

28 What is: Both preservice and inservice education for both school board members and administrators are inadequate, e.g., board members are not always aware of their appropriate roles in policy-making and policy-administering; neither board members nor administrators are skilled in dealing with political pressure groups; building-level and district-level administrators are rarely trained in conflict resolution--whether involving teachers, students, parents, or other administrators; and administrators are often unfamiliar with current federal and state laws and regulations.

What is preferred: That preservice and inservice education for both board members and administrators be improved and encouraged.

29 What is: There are relatively few female secondary school principals and district superintendents.

What is preferred: That more females be employed in administrative positions in education.

30 What is: Teachers do not receive enough support from either parents or administrators for their classroom control or discipline activities. Lack of support may be reflected in poor student attendance rates, high school dropouts, or widespread and expensive school vandalism.

What is preferred: That efforts be made to help teachers gain parent and administrator support and community involvement in developing and implementing discipline programs that are preventive and positive in nature.

31 What is: Too many students are driving their automobiles to and from school.

What is preferred: That students share rides and thus reduce use of personal cars for school transportation.

32 What is: Extra-curricular activities are not encouraged currently, and financial support is often lacking or unfairly distributed. Therefore, student potential is not adequately realized.

What is preferred: That such activities receive greater emphasis and that funding be distributed on the basis of need and legitimacy.

33 What is: Competitive athletics are highly emphasized at the elementary and junior high level.

What is preferred: That competitive athletics receive less emphasis and intramural athletic activities receive more emphasis.

34 What is: Parents, students, and educators are generally not well informed with respect to health care, e.g., they do not realize the importance of early pre-natal care and preventive health practices; they are unaware of "self-care" skills; they don't always know how, when, and where to use health care facilities, etc.

What is preferred: That health education programs be developed to increase the awareness and knowledge of all concerned.

35 What is: Most school districts do not have comprehensive student testing systems and so cannot prepare diagnostic profiles on students prior to enrollment or conduct continuing evaluation as those students progress through school. Moreover, the districts are unable to identify quickly those students who have special needs, e.g., slow readers and learners, those children who are gifted, pre-schoolers who are handicapped (especially the hearing and visually impaired), and others who need special attention.

What is preferred: That districts develop more effective procedures for diagnosing and continually monitoring the needs, performance, and development of students.

36 What is: There is little agreement among both educators and the general public on the goals, objectives, and priorities of education. Rather, there are conflicting expectations from various segments of society; some stress job preparation while others stress academic excellence; and educational goals are fragmented and diverse rather than united and focused.

What is preferred: That there be greater agreement among all involved regarding the purposes and aims of education.

37 What is: Recent legislation tends to focus attention on exceptionalities, e.g., the Special Education legislation (Public Law 94-142).

What is preferred: That all children, not just those with "exceptional needs," be treated as individuals with their own unique learning styles and needs.

38 What is: Across the counties of the state, there are extreme inequities in educational resources and facilities, equipment and supplies.

What is preferred: That these inequities be reduced such that all children, whether rich or poor, rural or urban, have equal educational opportunities.

39 What is: The ratio of students to teachers is typically 30 to 1. As a result, classrooms are often overcrowded and instruction suffers.

What is preferred: That the ratio of students to teachers be smaller, more like 25 to 1 or even 20 to 1.

40 What is: Many students seem to lack the kind of drive, goals, motivation, and willingness to accept responsibilities that we'd like them to have.

What is preferred: That ways be devised to change this apparent condition, e.g., by involving them more in setting their own goals and identifying their own areas of commitment.

41 What is: There is no clear agreement on the entry skills required for effective teaching. Perhaps as a consequence, those who prepare teachers can provide little information about the competencies of their graduates on the job.

What is preferred: That a greater effort be made both to identify the minimal competencies required of all teachers and to assess those competencies among graduates of teacher education programs.

42 What is: Teachers in this state are not adequately prepared to teach today's students, e.g., many do not understand and appreciate the diversity of Appalachian culture; many others are unable to engage in constructive dialogue about race relations--dialogue that reduces strain and tension and ensures stability.

What is preferred: That teachers be better prepared to deal with the demands of today's students, the diversity of Appalachia, and the challenges of effective race relations.

43 What is: Teacher communication with the legislature about improved salaries has not been very effective; salary classifications for vocational educators are inconsistent and unionization does not guarantee higher pay.

What is preferred: That teachers make better salary request presentations before legislators, develop a better understanding of the role of unions, and secure a plan which provides statewide consistency for work experience.

44 What is: The preparation of teachers and administrators often ends with their receiving certification.

What is preferred: That all professional educators--teachers, counselors, administrators, etc.--be involved in continuing, inservice education, education that is regular, job-related, relevant to individual needs, easily accessible locally (even to rural areas) and adequately compensated.

45 What is: Many regular classroom teachers are not well prepared to deal with exceptional children who have been "main streamed" into their classrooms; the teachers do not always understand why, and they do not always know how to work effectively with the exceptional children.

What is preferred: That all teachers receive adequate preparation and continuing training for dealing effectively with exceptional children who have been "mainstreamed" into their classrooms.

46 What is: Institutions involved in the preparation of teachers operate under a number of constraints, e.g., they are limited in flexibility by structured system requirements; the state standards for teacher education require major program reviews every five years; they are severely limited in resources and facilities, and yet, one of the costs they must bear is that of supervising teachers in local school districts; and they have only a portion of an undergraduate's four years in college in which to adequately prepare him or her for teaching.

What is preferred: That some of these constraints be relaxed, e.g. allowing institutions to develop alternative teacher education programs, revising the timelines for regular program review, expanding teacher education programs to five or six years, and developing relationships with local school districts that will enable teachers to claim responsibility for student teachers as part of their regular load.

47 What is: Gifted programs are mandated by state law, but many teachers are unprepared to implement those programs.

What is preferred: That there be more and better preservice and inservice programs for teachers involved in working with gifted students.

48 What is: Many teachers in vocational education programs enter the profession on the basis of their trade experience and receive little teacher education--with respect to such things as classroom management, teaching methods, instructional planning, test development, etc.

What is preferred: That teachers in vocational education programs receive at least a minimal amount of teacher education before stepping into the classroom.

49 What is: Critical thinking is often not recognized by either parents or educators as one of the basic skills of learning.

What is preferred: That critical thinking be recognized as an essential basic skills.

50 What is: Large percentages of students are leaving the traditional school at the legal age of 16. However, educational alternatives are few in number and not used well.

What is preferred: That deliberate efforts be made to explore and utilize or implement alternative kinds of education for those who cannot function in a regular classroom for whatever reasons or who have alternative learning styles.

51 What is: Career guidance and career education programs are not always successful because they do not typically begin until ninth grade, and high school courses are not always selected on the basis of career orientation. As a consequence, many students are ill-prepared to seek employment upon graduation.

What is preferred: That consideration be given to beginning career guidance programs earlier and developing more focused, career-oriented programs as options for high school students.

52 What is: The communications between teachers and students are not always clear, particularly with respect to classroom expectations and permissible behaviors and activities.

What is preferred: That more attention be given to the development of effective communications between teachers and students, and to the mutual development of human relations skills.

53 What is: Guidance counselors are often not aware of programs in vocational schools or purposely discourage student enrollment; some advice is based on the sporadic offering of prevocational programs or on the inconsistency between junior and senior high school programs.

What is preferred: That all students should have a prevocational program that is consistent across levels and known to guidance counselors.

54 What is: To a considerable extent, curricula in schools lack clear definition and focus. One consequence of this is duplication of content, e.g., between feeder schools and high schools in vocational education programs. Another consequence is the lack of consistent standards and guidelines for implementing programs, e.g., despite mandates to do so, many districts do not operate programs for the gifted. And a third consequence is debate over the importance of particular curricular content, e.g., the emphasis to be placed on basic skills.

What is preferred: That current curricula be carefully examined, particularly in light of new graduation requirements, in an effort to identify clearly what is essential, where it should be addressed, and who should do it.

55 What is: Programs for the gifted are mandated by state law, but this mandate has not been consistently implemented.

What is preferred: That the mandate be implemented throughout the state.

56 What is: There is considerable debate over the place of basic skills in the curriculum. Some say it should be an essential component of all instructional programs; others argue that resources at both regional and local levels should be employed to increase instruction in the basic skills.

What is preferred: That the debate find a resolution acceptable to most.

57 What is: There is very little community input into vocational education programs.

What is preferred: That community needs assessment data be utilized.

58 What is: Most students do not receive instruction in either junior or senior high school about how taxes are collected and revenues are distributed, particularly for educational purposes.

What is preferred: That instruction be provided on these topics.

59 What is: Most students do not receive instruction regarding current social policies and attitudes, e.g., with respect to how we as a nation deal with the consumption of nonrenewable resources.

What is preferred: That instruction be provided on these topics.

60 What is: Programs in art and music tend to have "second class status" in most school curricula.

What is preferred: That they receive equal attention and importance.

61 What is: Citizenship is not now taught at all levels of schools and in all grades.

What is preferred: That it be a continuing part or element in all school programs.

62 What is: Although accountable for the employability of their students, vocational educators have no influence in either setting the criteria for selection of those students or actually selecting them.

What is preferred: That vocational educators have more influence in both establishing the selection criteria and selecting the students.

63 What is: Little or no credit towards a degree in a 2 or 4-year college is allowed a graduate of a vocational school or an adult preparatory program.

What is preferred: That systems be devised so that credit is given for completion of these courses or programs.

64 What is: Mandates require public schools and institutions of higher education to comply on short notice.

What is preferred: That institutions of higher education and schools be provided lead time.

65 What is: School vandalism is wide spread and expensive.

What is preferred: That appropriate steps be taken to reduce or eliminate vandalism.

66 What is: There are few special programs for exceptional children under age 5.

What is preferred: That such programs be developed.

67 What is: There is increasing teacher militancy and a turning to collective bargaining as a method of organizational problem-solving.

What is preferred: That alternative methods other than collective bargaining be devised to improve communication between teachers and administrators.

State B Need Statements

1 What is: There is insufficient emphasis being placed on practical experience as a criterion for the selection, retention, and promotion of vocational teacher educators.

What is preferred: That additional emphasis be placed on their practical experience.

2 What is: State law currently mandates, for funding purposes, that a specified number of gifted students be identified--usually 3%.

What is preferred: That mechanisms for identifying those who are "truly gifted" be developed.

3 What is: Expectations for schools are currently diverse and lack congruency; they are not only expected to solve an unreasonable number of problems, but also expected to do more than ever before.

What is preferred: That expectations for schools be specifically determined, including roles and functions, and the limitations of school capabilities be recognized.

4 What is: Programs for gifted students are underfunded, poorly planned, and in some instances, ineffective.

What is preferred: That programs for gifted students be adequately funded and appropriately planned. Furthermore, ineffective programs which are currently in operation should either be improved or eliminated.

5 What is: Curriculum is currently too diverse, and diverse demands on schools sometimes interfere with teaching of basic skills.

What is preferred: That there be no demands which interfere with teaching the basic skills.

6 What is: Vocational counselors' case loads are too high to adequately allow time to help many of their students.

What is preferred: That caseloads be reduced so that adequate time is provided for each student.

7 What is: Many students leaving high school (both graduates and dropouts) are unable to perform adequately in the basic skills, e.g., reading, writing, and arithmetic.

What is preferred: That students leaving high school should perform adequately in the basic skills.

8 What is: Some students attending technical schools have no interest in the technical courses.

What is preferred: That technical schools enroll students with "real" interest in technical courses.

9 What is: School divisions and local education agencies do not practice effective energy conservation nor do they incorporate energy education as a part of their program.

What is preferred: That schools implement conservation practices and develop programs designed to raise student/community awareness which will lead to maximum utilization of available energy resources.

10 What is: Curricula are not currently designed to meet individual student needs.

What is preferred: That curricula be designed to meet individual student needs.

11 What is: There is a lack of education in the process of aging for school-aged children.

What is preferred: That information concerning the aging process be included in the curriculum.

12 What is: Some alternative education programs are not available to all students; for example, some programs are often tied to economic guidelines.

What is preferred: That alternative education programs be available to all students.

13 What is: There is insufficient curricular emphasis on arts and humanities.

What is preferred: That emphasis on arts and humanities be increased.

14 What is: Data processing as a basic skill is being ignored in elementary and secondary schools in State B.

What is preferred: That data processing as a basic skill not be ignored.

15 What is: Sign is not offered as a language in public schools.

What is preferred: That sign be offered as a language in grades K-12.

16 What is: Instructional TV is poorly integrated into the curriculum.

What is preferred: That instructional TV be more adequately integrated into the curriculum.

17 What is: Students and teachers have inadequate understanding of the economic system of the U. S.

What is preferred: That there be adequate understanding of the U. S. economic system among students and teachers.

18 What is: There is a lack of knowledge among high school students and teachers in the area of job-seeking skills, e.g., placement in an entry-level category, understanding of the workplace, and knowledge of the required attitudes.

What is preferred: That knowledge of these job-seeking skills be adequate.

19 What is: Many students are not receiving proper information regarding careers, especially as to the areas where most opportunities will exist.

What is preferred: That programs of career education exist at all levels, especially in grades 10-12 where occupational analysis and job information are presented.

20 What is: Graduation competencies are required of high school students in only four areas.

What is preferred: That graduation competencies be demonstrated in all areas using a variety of evaluation methods.

21 What is: Schools currently enroll numbers of students who are not motivated to learn, view education as unimportant, and don't want to be there.

What is preferred: That measures be implemented that increase student motivation to learn, increase the perceived value of education, and present education as an opportunity rather than as a day-care center for reluctant learners.

22 What is: There is currently no effective measure for financial accountability of educational programs.

What is preferred: That methods of financial accountability be devised to determine cost effectiveness of educational programs.

23 What is: Teacher employment is often tied to extra-curricular assignments.

What is preferred: That teachers be hired to handle their instructional responsibilities.

24 What is: Funding of education is not keeping pace with inflation, rapidly escalating energy costs, and mandated programs. Financial support for programs (special education), services (placements), and personnel (teachers-counselors) is inadequate. Moreover, government is mandating services at a rate which exceeds financial contributions requiring a disproportionate share of increased costs to be borne by the local property tax.

What is preferred: That funding be increased to keep up with inflation and with mandated and essential services; e.g., salaries of personnel be increased to levels of positions with comparable training and responsibility, and conservation measures be implemented which reduce energy expenditures to the lowest practical level.

25 What is: Some school administrators are not flexible enough to meet constantly changing educational needs.

What is preferred: That some school administrators become more flexible.

26 What is: There is a lack of continuing education courses geared to adult students.

What is preferred: That more continuing education courses be offered that are geared to adult students.

27 What is: Many teachers have low morale.

What is preferred: That teacher morale be improved.

28 What is: Too much money is being expended for services which are redundant or duplicative across localities.

What is preferred: That regional service districts be established to provide shared services and thus reduce redundancies.

29 What is: Declining enrollment is causing a decrease in state funding and an increase in unemployment for teachers and administrators.

What is preferred: That adequate state funding be appropriated and alternative placements be found for the unemployed.

30 What is: Many teachers and administrators need upgrading in their assigned areas.

What is preferred: That systems be devised to provide the necessary upgrading.

31 What is: Financial and personnel resources are not available in sufficient quantity to meet demands and federal mandates associated with special education.

What is preferred: That additional financial resources and qualified personnel be made available to deliver special education services.

32 What is: A large amount of professional time is being spent on paper work which is not concerned with teaching.

What is preferred: That reporting and documentation procedures be streamlined.

33 What is: Insufficient numbers of superior teachers are employed in rural areas.

What is preferred: That a means to attract superior teachers to rural areas be designed and used.

34 What is: Too many students in an instructional group reduces the amount of individual instruction time.

What is preferred: That the pupil/teacher ratio be reduced.

35 What is: Attitudes toward public education have resulted in reduced public support. Lack of knowledge and lack of interest in school programs are factors.

What is preferred: That attitudes toward public education be improved.

36 What is: Too much emphasis is placed on standardized test results in placement. There is also confusion over what tests can and cannot measure.

What is preferred: That less emphasis be placed on standardized test results, and that better guidelines be developed on the use and meaning of tests.

37 What is: Discipline in the schools has deteriorated.

What is preferred: That measures be taken which will effectively reduce discipline problems.

38 What is: Graduate and inservice programs are often unavailable, inadequate, or inappropriate, are not available at convenient times and locations, or not in sufficient quantity to meet inservice needs.

What is preferred: That universities, colleges, and local school divisions arrange for more inservice training to be delivered at the location of students' residences.

39 What is: Policy-making and decision-making of the local school board is being increasingly curtailed by other governmental agencies.

What is preferred: That local school boards regain their policy-making and decision-making authorities.

40 What is: There are no effective means of evaluating teacher performance and instructional programs.

What is preferred: That means be developed to evaluate teacher performances and instructional programs.

41 What is: Teacher education programs are insufficiently flexible to permit adequate preparation of teachers for functioning effectively in today's schools. Teaching methods employed are too often inappropriate for today's students.

What is preferred: That teacher education programs be permitted sufficient flexibility to redesign programs to respond to problems in contemporary schools and that teaching methods be employed which stimulate today's students.

42 What is: Various constituencies within the community have conflicting priorities about what should be taught in the schools. Some believe that middle class and professional groups have disproportionate influence, but most agree that programs and curriculum should be developed with significant community input.

What is preferred: That all segments of the community be involved in developing curriculum specifications, priority setting, and decision-making.

43 What is: Some vocational programs and courses are overly prescriptive. They prepare students in obsolete skills with outdated equipment and provide basic communication and quantitative skills considered unacceptable by employers.

What is preferred: That vocational program equipment and skills be updated to industry standards, with mastery of communicative and quantitative skills suitable to employer specifications. Further, vocational programs should be broadened to include general (work study type) programs.

44 What is: Curriculum in grades K-3 is too diversified to permit the mastery of basic skills.

What is preferred: That curriculum emphasize the mastery of basic skills.

45 What is: A few teachers and administrators are unsatisfactory.

What is preferred: That a system be implemented to replace those unsatisfactory teachers and administrators.

46 What is: State B has a large testing program.

What is preferred: That State B's testing program not be enlarged.

47 What is: There is a lack of orientation for staff regarding retirement.

What is preferred: That retirement orientation be offered within school systems.

48 What is: Excessive governmental regulations are strangling educational creativity.

What is preferred: That excessive and overlapping regulations be reduced and/or eliminated.

49 What is: Attendance laws are not currently enforced.

What is preferred: That school attendance laws be enforced.

50 What is: There is a lack of consistency in curricula.

What is preferred: That consistent state-wide curricula be established for all subjects at all grade levels.

51 What is: There are no specific requirements for service on school boards.

What is preferred: That specific requirements be established for service on school boards.

52 What is: Superior teachers receive the same pay as others.

What is preferred: That additional pay be given to superior teachers.

State C Need Statements

1 What is: Insufficient understanding exists on the role of the State Board of Education.

What is preferred: That clarification be provided regarding the role of the State Board of Education.

2 What is: The use of educational facilities and resources is limited.

What is preferred: That educational facilities and resources be used to their greatest potential.

3 What is: Neighborhood schools are being closed.

What is preferred: That more neighborhood schools be retained.

4 What is: There is a lack of understanding, acceptance, and involvement of classroom teachers with mainstreamed special education students.

What is preferred: That classroom teachers develop skills to understand, accept, and become involved with mainstreaming special education students.

5 What is: Quality education has too many definitions.

What is preferred: That there be a standard definition for "quality education."

6 What is: Few schools offer adequate programs for gifted children.

What is preferred: That all gifted children receive adequate special education.

7 What is: The schools are expected to perform too many services.

What is preferred: That school responsibilities for providing services be more clearly defined.

8 What is: In schools, there is a lack of family life education and training in parenting skills.

What is preferred: That there be increased emphasis on family life education and parenting skills in our schools.

9 What is: There are not enough quality school programs for handicapped children.

What is preferred: That there be quality programs for all handicapped children.

10 What is: The teacher-school board negotiation process produces "strained" relations.

What is preferred: That better negotiation methods be implemented which reduce the incidence of "strained" teacher-school board relationships.

11 What is: The contributions of Blacks, Native Americans, Hispanics, and other special groups are not used widely in classroom teaching.

What is preferred: That the state goal on this topic be implemented.

12 What is: High school enrollments have declined.

What is preferred: That more students be recruited for high school.

13 What is: Not all school board members are elected by the public.

What is preferred: That all school board members be elected by the public.

14 What is: Elementary guidance counselors are not provided by the State of "C".

What is preferred: That the State provide counselors in grades K-12.

15 What is: Teacher-pupil ratios vary in school systems across the state.

What is preferred: That the appropriate teacher-pupil ratio be enforced.

16 What is: The greater percentage of school budgets is allocated for personnel.

What is preferred: That a smaller percentage of the school budget be allocated to personnel.

17 What is: Some youth have no job skills and/or job seeking skills.

What is preferred: That schools prepare youth better in the areas of job skills and job seeking skills.

18 What is: There is a lack of student academic excellence.

What is preferred: That there be an increase in student academic excellence.

19 What is: Many parents cannot discriminate between good educational pre-school programs and child-care programs.

What is preferred: That criteria be developed for public use in evaluating the difference between good pre-school programs and child-care programs.

20 What is: Many teachers employ a limited number of teaching methods and strategies.

What is preferred: That teaching methods and strategies be commensurate with learning styles and rates.

21 What is: There are limited funds for college financial aid for students from middle income levels.

What is preferred: That more students of middle income families be included in college financial aid funds.

22 What is: Difficulty is being experienced in meeting industrial-technological changes each year.

What is preferred: That skill improvement training at all ages is needed to meet industrial-technological changes.

23 What is: Few educational programs are effectively monitored.

What is preferred: That educational programs be more effectively monitored.

24 What is: The school curriculum is limited and static.

What is preferred: That school curriculum be expanded to meet a wider variety of student needs and curriculum changes.

25 What is: There are inadequate school funding sources and bases, e.g., primarily the property tax.

What is preferred: That additional funding sources or changes in funding bases be considered.

26 What is: There is little parent/teacher involvement in the academic progress of students, especially at the secondary level.

What is preferred: That there be more parent/teacher involvement in students and their academic progress, especially at the secondary level.

27 What is: Teachers are certified to teach, but some are not qualified.

What is preferred: That all teachers be qualified.

28 What is: Busing is a commonly used method for achieving racial integration in State C schools.

What is preferred: That there be alternative methods (besides busing) for achieving racial integration of our schools.

29 What is: Few vocational/agriculture departments offer ornamental horticulture programs.

What is preferred: That more programs in ornamental horticulture be offered in vocational/agriculture departments.

30 What is: Beginning in 1982, a student will be required to pass a proficiency test in order to graduate from a State C public high school.

What is preferred: That the State C public high school graduation requirement of passing a proficiency test be removed.

31 What is: There are few non-graded schools in State C

What is preferred: That more non-graded schools be established.

32 What is: The school is the primary social agency held accountable for a student's total education.

What is preferred: That all social agencies share responsibility for a student's total education.

33 What is: Educational instruction is limited to available dollars.

What is preferred: That students be allowed to "purchase" additional educational instruction.

34 What is: Many groups, e.g., parents, general community, and legislators, appear to be uninformed or misinformed about educational issues.

What is preferred: That parents, general community, and legislators become better informed on education issues through dissemination efforts.

35 What is: In many schools, poor student/teacher/parent relationships (K-12) lead to hostile confrontations.

What is preferred: That improved student/teacher/parent relationships exist that foster better learning conditions.

36 What is: There is a limited use of school buses.

What is preferred: That school buses be utilized to a greater extent, e.g., used in community programs.

37 What is: Student and program evaluations are too subjective.

What is preferred: That comprehensive approaches to student and program evaluations be implemented.

38 What is: Students/teachers/parents do not see inter-relationships between academic and vocational programs.

What is preferred: That students/teachers/parents be made aware of the inter-relationships between academic and vocational programs.

39 What is: College degree programs tend to have a major emphasis on "vocational"/professional training.

What is preferred: That a college degree in vocational/professional include a broadened base of general education including the humanities/aesthetics.

40 What is: There is a fragmented approach to career education.

What is preferred: That there be a state-wide systematic approach to career education.

41 What is: Many high school graduates lack proficiency in the basic skills.

What is preferred: That high school graduates be more proficient in the basic skills.

42 What is: Students enrolled in our state-financed institutions of higher education pay 24% of the total cost of their schooling to the state.

What is preferred: That students in state-financed institutions of higher education pay a higher percentage of the costs of their schooling to the state.

43 What is: Many low socio-economic students now achieve two or more years below the national norm for their grade.

What is preferred: That low socio-economic students show a significant improvement with some reaching the national norm or better.

44 What is: Student academic and social needs are not identified at the earliest possible time in the educational process.

What is preferred: That early identification of student academic and social needs occur.

45 What is: School districts are often re-zoned each year.

What is preferred: That there be less school re-zoning.

46 What is: Reading levels of many students, including high school graduates, are too low.

What is preferred: That reading levels of students be improved to grade levels or above.

47 What is: County superintendents are presently elected, leading to the actions of many school administrators being governed by politics; therefore, educational leadership at the local level is weakened.

What is preferred: That there be less political involvement in school administration, e.g., superintendents should be appointed, and more emphasis on strengthening administrative leadership.

48 What is: The basics of reading, writing and mathematics are more emphasized and least affected by program cuts.

What is preferred: That all areas of learning be basic to the educational process. Thus, programs such as basic skills, cultural arts, social graces and related programs be maintained in a proportionate relationship.

49 What is: Too many regulations are imposed on the total school program.

What is preferred: That regulations be realistic and functional.

50 What is: The high school drop-out rate is high.

What is preferred: That high school programs be restructured to reduce the drop-out rate.

51 What is: Student promotion and retention policies are inconsistent and poorly defined resulting in the unfair retention/promotion of many students.

What is preferred: That student promotion and retention policies be well defined and consistent.

52 What is: Many high potential youngsters with low achievement levels and low social graces are not recognized.

What is preferred: That teachers be aware that students with low achievement levels and low social graces have talents and abilities which should be recognized and developed.

53 What is: There is decreasing confidence, and therefore decreasing support, in public education by the community.

What is preferred: That the community have greater confidence in and thus greater support for, public education.

54 What is: Parents feel insecure when attempting to participate in the education of their children.

What is preferred: That parents be made to feel more secure in participating in the education of their children.

55 What is: There is little or no communication between education and industry.

What is preferred: That there be improved communications and articulation between industry and schools.

56 What is: School programs and services are influenced by/ and geared to funding availability.

What is preferred: That school programs and services be developed by need and funded appropriately.

57 What is: There are problems related to teacher education: professional training, certification, and continuing education.

What is preferred: That teacher education and teacher training programs be updated and improved.

58 What is: There are not enough quality programs for preschool children.

What is preferred: That there be more quality programs for all preschool children.

59 What is: Schools are disrupted by vandalism and drugs.

What is preferred: That there be no vandalism and drugs in the schools.

60 What is: Some parents lack knowledge and understanding of child development.

What is preferred: That there be increased parental knowledge and understanding of child development.

61 What is: Personnel costs increase school budgets.

What is preferred: That personnel costs be reduced, e.g., exploration of community resources.

62 What is: Local school systems are having difficulty providing for the growing numbers of non-English speaking or limited-English speaking persons.

What is preferred: That there be a systematic approach to address this difficulty, e.g., development of programs and resources.

63 What is: Schooling is considered equivalent to education.

What is preferred: That the concept of education be reconstructed, e.g., to include community education, alternative approaches, experiential education.

State D Need Statements

1 What is: Tuition costs for college in State D are very high.

What is preferred: That tuition costs be reduced.

2 What is: In the training of all teachers, the level of preparation in reading is inadequate.

What is preferred: That the level of preparation in reading be increased.

3 What is: There are no non-threatening ways for handling teacher concerns.

What is preferred: That a non-threatening, independent way of handling teachers' concerns be established, e.g., such as an ombudsman.

4 What is: Individual student learning styles are not being provided for in most schools.

What is preferred: That provisions be made in all schools for individual student learning styles.

5 What is: Latin is frequently not offered as an elective in public schools.

What is preferred: That all public schools offer Latin as an elective.

6 What is: Public properties are being defaced and destroyed.

What is preferred: That students and others should be taught respect for property.

7 What is: The current school improvement plan is oriented more to the desires of the State Department of Education than to local needs.

What is preferred: That the plan reflect the needs of local schools.

8 What is: Public school curricula are not designed to eliminate poverty through education.

What is preferred: That a curriculum be developed which would contribute to the elimination of poverty.

9 What is: Availability of qualified support personnel for teachers is insufficient.

What is preferred: That qualified support personnel be more available to teachers.

10 What is: Very little cooperation exists between local education agencies and higher education agencies.

What is preferred: That there be more cooperation between local education agencies and higher education agencies.

11 What is: Sex education is non-existent or inadequate in many schools.

What is preferred: That sex education be considered an important part of education and included in the school curriculum.

12 What is: Students are graduating from high school and college with an inadequate knowledge of: (1) our system of government, (2) how business functions in our system of government, and (3) the roles of special interest groups.

What is preferred: That high school and college students should be graduating with a better understanding of how our governmental and economic systems operate and how they affect us.

13 What is: Very little programming exists to help disruptive students develop behaviors to cope with the educational system.

What is preferred: That educational programs be designed and implemented for disruptive students.

14 What is: Too many secondary school students leave school before graduation.

What is preferred: That programs should be provided to encourage a greater percentage of secondary school students to receive a high school diploma.

15 What is: Some colleges discriminate against women and minorities in their hiring practices.

What is preferred: That women and minorities should be recruited for vacancies on college staffs.

16 What is: Many schools fail to provide adequate co-curricular and extra-curricular activities to meet the needs of the total student population.

What is preferred: That co-curricular and extra-curricular programs be provided as a part of the overall educational program as per local students' needs.

17 What is: Educational standards (both admission and graduation) for college education are too low.

What is preferred: That higher college education standards be required.

18 What is: Student expectations of college life are not the same as those of the college.

What is preferred: That expectations of each respective group be clearly defined and communicated.

19 What is: Students' attendance requirements are insufficient and not enforced.

What is preferred: That stricter legal attendance requirements be established and enforced.

20 What is: Class size, especially in elementary schools, is too large.

What is preferred: That reasonable class size be established.

21 What is: Community involvement and control of schools seems to be eroding due to several reasons, e.g., federal and state mandates, collective bargaining, lack of administrator and instructional personnel involvement in decision-making.

What is preferred: That the control of schools be more localized by legislation, community involvement, school board action, and local professional staff involvement in decision-making.

22 What is: Conflicts often exist among groups concerned with education.

What is preferred: That better inter-group relations be encouraged.

23 What is: Overall personal student development receives little formal attention in schools.

What is preferred: That greater attention be given to overall personal student development.

24 What is: College classes are primarily populated by persons in their late teens and early twenties.

What is preferred: That older individuals be recruited and encouraged to participate in college classes.

25 What is: Public schools are not open for use by older persons.

What is preferred: That public schools should be opened to use by older people.

26 What is: Adult education programs are not meeting the needs for upward mobility, e.g., better jobs, career change.

What is preferred: That adult education programs be developed to help provide the opportunity for upward mobility and career changes.

27 What is: College curricula are not structured to meet the vocational goals of students.

What is preferred: That colleges plan curricula to meet the vocational goals of students.

28 What is: Teacher tenure laws protect ineffective teachers.

What is preferred: That the quality of education be improved by modifying the teacher tenure laws.

29 What is: Special classes for gifted and talented students, such as art and music, are not adequately evaluated.

What is preferred: That an evaluation program be developed which shows the program benefits for all students.

30 What is: Some teachers do not act like and/or are not accepted as professionals.

What is preferred: That teachers should act in a manner deserving of recognition as professionals and should receive that recognition.

31 What is: Career education is insufficient in such areas as: selecting vocations, job seeking and job maintenance skills.

What is preferred: That development of career education programs be given more attention and added to the school curriculum.

32 What is: Students are graduating from high school without being able to read, write or perform basic mathematical skills.

What is preferred: That more emphasis be placed on students mastering the basic skills of reading, writing and mathematics; including, for example, emphasis on the basic principles of these subjects, and some type of minimum competency testing.

33 What is: Local and state standards for minimum acceptable student performance are not clear or consistent.

What is preferred: That clear and consistent local and state standards be developed and used as guidelines for local school program development.

34 What is: Life-long living skills are not adequately taught in most school curricula.

What is preferred: That curricula be developed to prepare students with life-long living and coping skills in order to relate to our changing society.

35 What is: Mathematics instructional programs place too much emphasis on the use of manipulative materials.

What is preferred: That mathematics instructional programs should place more emphasis on problem-solving processes.

36 What is: Several problems exist in school counseling programs: e.g., (1) counseling is almost non-existent at the elementary school level, (2) elective studies are too broad, (3) computerized scheduling often prevents students from getting preferred courses, and (4) current guidance programs do not prepare students for leaving the educational environment.

What is preferred: That more effective guidance and counseling programs be implemented in our schools which will, for example, (1) make counseling services available in elementary schools, (2) provide more counseling and direction to students prior to course selections (including electives), and (3) prepare students for eventual leaving of the educational environment.

37 What is: The "basic skills" in our schools are poorly defined.

What is preferred: That clarification be made as to what constitutes the "basic skills."

38 What is: Professional performance standards for educators are vague, they vary and they are not maintained.

What is preferred: That professional performance standards be: (1) defined more clearly, (2) made more consistent, and (3) maintained better.

39 What is: There are several problems with professional development programs for school staff; e.g., (1) there are not enough professional development programs, and (2) there is inadequate time for in-service training.

What is preferred: That more professional development programs for school staff be developed and that adequate time be provided for this training.

40 What is: College retention rates are dropping for all students but are even greater for black and other minority students.

What is preferred: That college policies and programs be structured to encourage and provide help to all students in need of special assistance to remain in college.

41 What is: Fiscal resources are unequal among school districts and have a heavy emphasis on the local property tax.

What is preferred: That a system for financing public education be developed which utilizes federal, state and local taxes in a more equitable manner and is directed to the actual education needs.

42 What is: College educational curricula are too specific and do not provide an overall liberal arts background.

What is preferred: That college educational programs be structured to provide a broader range of experiences similar to those in the liberal arts.

43 What is: The busing of non-public students is creating problems for local school boards.

What is preferred: That relief be given to local school boards on the additional costs and other problems related to busing of non-public students.

44 What is: Classes in some schools are unruly and disorderly, indicating a lack of effective discipline and decreased student learning opportunities.

What is preferred: That teachers be trained to handle discipline situations and that authority for discipline be returned to the teachers so that classrooms be maintained in an orderly fashion which stimulates learning.

45 What is: Schools vary in their understanding of the "Goals of Quality Education."

What is preferred: That all schools in State D strive to attain the goals of quality education.

46 What is: Parental involvement in school activities is limited.

What is preferred: That parental involvement programs be developed to provide good home and school communications and more effective involvement of all parents.

47 What is: Public confidence in and support for education appears to be low.

What is preferred: That the quality of education be improved so that public confidence to support education is encouraged.

48 What is: Training programs for teachers of special groups (Hispanics, etc.) does not include adequate preparation in the teaching of reading.

What is preferred: That the level of preparation for teachers of special groups include adequate training in reading instruction.

49 What is: Interscholastic sports are overemphasized in schools.

What is preferred: That interscholastic sports be recognized as one part of the overall educational program.

50 What is: School staff (administrative and instructional) lack appropriate legal authority to make decisions to resolve problems.

What is preferred: That legislation permit school staff to make such decisions.

51 What is: The public, because of its lack of involvement, does not support public education.

What is preferred: That the public be involved in the local education program.

52 What is: Students of different ethnic groups do not interact.

What is preferred: That activities be provided to encourage students of different ethnic backgrounds to interact.

53 What is: Programs are not provided for talented students.

What is preferred: That programs be provided for talented students.

54 What is: There are not enough continuing education programs for professional development in all areas.

What is preferred: That more continuing education programs be developed in all areas for professional development.

55 What is: Students are bused outside their community of residence.

What is preferred: That options be offered for elementary school students to attend schools near their residence.

56 What is: Schools vary in educational quality.

What is preferred: That all schools in State D adopt standards of high quality.

57 What is: Funds are not always based on educational program needs.

What is preferred: That funds be provided for educational program needs.

State E Need Statements

1 What is: "Affective education," that is, training in conflict management, decision-making and values clarification, is lacking in schools.

What is preferred: That schools offer more "affective education" programs.

2 What is: Suicide is the second leading cause of death among individuals 14-25 years of age. Little is known about factors which cause suicide or about remedies which would decrease the frequency of suicide.

What is preferred: That steps be taken to identify causes of and remedies for suicide among the young.

3 What is: Public school funding, based largely on local property taxes and hampered by the high inflation rate, is resulting in the curtailment of school programs.

What is preferred: That alternative and improved funding methods be examined and used to maintain school programs.

4 What is: Students currently receive inadequate instruction in basic skills, as reflected by poor reading, composition and mathematical abilities.

What is preferred: That students receive improved instruction in the basic skills.

5 What is: Faciliites are poor and outdated in many school districts.

What is preferred: That facilities be modernized as necessary and appropriate.

6 What is: According to a 1977 survey of the National Institute on Alcohol Abuse and Alcoholism, as many as 28% of E's youth between the ages of 13-18 classify themselves as problem drinkers, posing an increasing responsibility for "E" educators.

What is preferred: That schools accept the fact that alcohol use, misuse, and addiction among youth is a serious problem and that they need to take an active role in the areas of prevention, intervention and treatment of these youth.

7 What is: The organizational patterns and resources of elementary and secondary schools do not meet current needs.

What is preferred: That school organizational patterns be modified in terms of needs and resources.

8 What is: Students are not accepted "as they are" and are often ignored as people.

What is preferred: That each student be recognized and accepted as an individual.

9 What is: Citizens express dissatisfaction with formal education.

What is preferred: That steps be taken to increase citizen satisfaction with education.

10 What is: The opportunity for public education is limited in availability for all age groups, particularly the elderly.

What is preferred: That additional educational opportunities be provided for all residents of the community, regardless of age.

11 What is: The unemployment rate in "E" is now 7%.

What is preferred: That the unemployment rate be reduced to 4% or less.

12 What is: Teachers are used exclusively as classroom instructors.

What is preferred: That teachers be child development experts for the community as well as within school classrooms.

13 What is: Too much pressure to participate in a variety of activities is applied to talented students.

What is preferred: That talented students be relieved of excessive pressure generated by sponsors of extra-curricular activities.

14 What is: There is a lack of coordination of local, state and federal funding for education.

What is preferred: That local, state and federal funds for education be coordinated.

15 What is: There has been no analysis of local district needs to determine which needs might be better met by the state education agency.

What is preferred: That local school districts' needs be analyzed to determine those needs which might be better met by the state education agency.

16 What is: Students do not show proper respect for their teachers.

What is preferred: That students demonstrate more respect for their teachers.

17 What is: Declining enrollment is occurring in most school districts and is adversely affecting educational programs.

What is preferred: That procedures be developed so the decline does not critically affect school programs.

18 What is: A substantial number of students seems to lack motivation to succeed in school; that is, they seem unaware of why they are in school and why they are pursuing specific courses of study.

What is preferred: That students be made more aware of the purposes of schooling and be better motivated to succeed in school.

19 What is: Procedures are lacking for identifying and appropriately placing individual students in regular instructional programs as well as in alternative programs such as "open classrooms" and "independent study."

What is preferred: That systematic diagnostic and placement procedures be implemented in order that the benefits of both regular and alternative educational programs be optimized for individual students.

20 What is: Although drugs and alcohol are readily accessible to school-age youth, many teachers, counselors and medical professionals have no training in the prevention and treatment of drug and alcohol abuse.

What is preferred: That educators and medical professionals receive mandatory training in the prevention and treatment of drug and alcohol abuse; that educators actively support efforts to reduce youth's access to drugs and alcohol.

21 What is: Appropriate criteria do not exist for the selection of educational leaders.

What is preferred: That appropriate criteria be identified for selecting educational leaders.

22 What is: Teachers and students often ignore the "personhood" of themselves and others.

What is preferred: That attention be directed toward methods by which teachers and students can better understand themselves and improve relationships with others.

23 What is: Classroom instructional techniques are not meeting individual student academic needs, e.g., lectures are dominant; limited use is made of modern technology, such as television, radio and the computer; activities are highly structured; and no relationship to the "real world" is established.

What is preferred: That classroom instruction be interactive, include extensive use of modern technology, permit increased student opportunity and flexibility, and emphasize the importance and relevance of subject matter.

24 What is: School facilities are often limited in their availability to and use by the community.

What is preferred: That full and appropriate use of school facilities be made available to the community.

25 What is: Teacher evaluation does not adequately reflect the strengths and weaknesses of classroom performance.

What is preferred: That teacher evaluation be sensitive to both the strengths and weaknesses of classroom performance.

26 What is: Educational leaders are frustrated because of the imbalance between the levels of responsibility and decision-making authority.

What is preferred: That measures be developed to ensure a balance between the responsibilities and the authority of educational leaders.

27 What is: There is competition for prospective vocational school students based upon financial considerations.

What is preferred: That students make educational choices without undue competition and without negative financial effects upon the school.

28 What is: Parents are ignorant of the system for obtaining student college grants and lack confidence, awareness and education to either help their children or to cooperate with school counselors.

What is preferred: That all parents become more fully aware and informed of the college grant system.

29 What is: There are no significant qualifications or standards for becoming a school board member.

What is preferred: That qualifications and appropriate standards be established to ensure potential competence of board members.

30 What is: The lack of legible penmanship is creating lack of confidence among high school students to communicate and relate thoughts on paper.

What is preferred: That all high school students have good penmanship to raise their level of confidence to communicate their thoughts legibly on paper.

31 What is: Many schools lack comprehensive health programs; i.e., health instruction, school health services and a healthful environment.

What is preferred: That more comprehensive school health programs be organized and provided.

32 What is: Career education is currently identified separately from the guidance program.

What is preferred: That career education be made an integral part of the guidance program.

33 What is: Some students who have part-time jobs under a school's "co-op program" are improperly supervised and are not enrolled in approved co-op programs.

What is preferred: That all students working in a co-op basis be in an officially sanctioned and well supervised co-op program.

34 What is: While collaboration has been improving between agencies responsible for elementary/secondary schools and those responsible for colleges/universities, collaboration among education, business, government and labor has been very limited.

What is preferred: That efforts to promote collaboration between educational agencies be continued and that efforts to promote collaboration among education, business, government and labor be intensified.

35 What is: Too few intellectually capable persons are entering the teaching profession.

What is preferred: That more intellectually capable persons enter the teaching profession.

36 What is: Appropriate education is not available to all children.

What is preferred: That appropriate education should be mandated for all children.

37 What is: Few opportunities exist for students to engage in inquiry and decision-making activities.

What is preferred: That increased opportunities be provided for students to explore and choose from a variety of learning and experience options.

38 What is: Students are not receiving instruction in how to evaluate or analyze media/advertising.

What is preferred: That students receive instruction in how to evaluate and analyze media and advertising.

39 What is: Staff members are not being appropriately utilized in their assignments of school responsibilities.

What is preferred: That staff members be more appropriately utilized.

40 What is: According to the U. S. Department of Labor statistics, in the State of "E" only 17% of all available jobs require a college degree.

What is preferred: That secondary (7-12), college and university personnel relate the realities of curricular choice and career opportunities to the students.

41 What is: Students lack a realistic awareness and working understanding of the democratic process.

What is preferred: That students gain an awareness and understanding of the democratic process.

42 What is: The teaching of communication skills is being short-changed.

What is preferred: That the teaching of communication skills be given greater emphasis.

43 What is: Higher education institutions are not adequately screening future teachers.

What is preferred: That there be more stringent screening procedures developed by colleges for screening potential education majors.

44 What is: Future parents lack the proper training to rear their children.

What is preferred: That students learn parenting skills as a part of their formal education.

45 What is: Students do not understand basic principles of the free enterprise system such as productivity, investments and supply and demand.

What is preferred: That required courses be provided to explain the free enterprise system.

46 What is: Students lack oral and silent reading skills and also exhibit decling comprehension skills and self-motivation and interest in reading.

What is preferred: That positive approaches be taken to identify and/or develop effective programs directed toward reducing reading deficiencies and to stimulate attitudinal improvement.

47 What is: The arts are viewed as a "frill."

What is preferred: That comprehensive arts be an integral part of the educational program.

48 What is: School discipline is disappearing and students seem to lack accountability for their own behavior.

What is preferred: That all school constituencies become acutely aware of and address the need for school discipline.

49 What is: Students lack adequate information about occupational opportunities, and vocational counselors lack information on current labor market trends.

What is preferred: That vocational counselors and students have systematic access to information on current occupational trends.

50 What is: Schools in today's society are expected to be all things to all people.

What is preferred: That goals and responsibilities of the schools be clarified in relationship to the broader goals of today's society.

51 What is: There are not enough elementary guidance counselors to meet student needs.

What is preferred: That more guidance staff be employed in the elementary schools.

52 What is: Currently, some career and vocational education programs are not adequately preparing students for productive future employment.

What is preferred: That career and vocational education programs be perfected so that, through them, students are well advised and prepared for making proper choices and obtaining productive employment.

53 What is: Parents of handicapped children lack awareness of available programs and related services.

What is preferred: That information concerning services and programs be made available to parents of handicapped children.

54 What is: Teachers do not have adequate input or access to quality inservice education programs nor adequate release time to pursue such training.

What is preferred: That teachers be provided adequate release time to develop and participate in systematic inservice training programs.

55 What is: Quality of teacher education programs is questionable.

What is preferred: That education departments take a look at teacher training programs.

56 What is: Some teachers seem to lack training that would allow them to utilize a variety of teaching methods in the classroom, e.g., methods appropriate for teaching mainstreamed handicapped students on the one hand and regular students on the other hand.

What is preferred: That teachers receive training and demonstrate competency in utilizing appropriately a variety of teaching methods.

57 What is: Parents of school-age youth are not always welcome in school.

What is preferred: That parents be given many opportunities to believe that their presence in school is important.

58 What is: Some teachers/schools give lip service to meeting individual needs, but in fact are not meeting individual student academic needs.

What is preferred: That teachers/schools genuinely attempt to meet individual student academic needs.

59 What is: There is a critical teacher shortage developing, resulting in part from a lack of community responsiveness to the recruitment of teachers.

What is preferred: That the teacher shortage be resolved.

60 What is: Students are not prepared for many day-to-day consumer activities.

What is preferred: That required courses be taught to provide consumer experiences for students.

61 What is: Most students have fantasies about the job world.

What is preferred: That all students acquire facts about the job world.

State F Need Statements

1 What is: After 10 years, a masters degree or 5th year program is required for a provisional certificate.

What is preferred: That alternative plans be established to meet the provisional certificate requirements.

2 What is: There is a lack of state funds appropriated to assist teachers in furthering their education in order to meet recertification requirements.

What is preferred: That state funds be appropriated to teachers for furthering education to meet recertification requirements.

3 What is: Teachers and administrators have a lack of knowledge pertaining to the implementation of federal laws, especially those involving handicapped students.

What is preferred: That all teachers and administrators be knowledgeable of the requirements of federal laws which apply to their local district.

4 What is: The community-at-large tends to have a rather negative view of the effectiveness of public schools.

What is preferred: That the community-at-large have a positive view of the effectiveness of public schools.

5 What is: There is not adequate input from students, parents, and teachers on decisions which directly affect them.

What is preferred: That students, parents, and teachers should have greater input into the decisions which directly affect them.

6 What is: Many students are not performing adequately in the basic skills of reading, computation, problem solving and "everyday" mathematics.

What is preferred: That students perform adequately in the basic skills.

7 What is: There is a lack of communication between parents and teachers resulting from parental apathy and/or resistance of educators to citizen input. This lack of communication results in a lack of parental support for various life-skill programs such as human relations and decision making.

What is preferred: That steps be taken to systematically improve communications between parents and teachers.

8 What is: Often, universities are not responsive to student and community needs.

What is preferred: That universities be more responsive to student and community needs.

9 What is: The respective roles and functions of school counselor and school psychologist are not clearly defined in the minds of many school administrators and community resource persons.

What is preferred: That the role and function of the school counselor and school psychologist be clearly defined for all concerned parties.

10 What is: Educational requirements set at the state level, such as textbook selection, curriculum requirements, and school standards do not have a broad base of participation from the local level.

What is preferred: That more parents, teachers, and school administrators participate in decision making at the state level.

11 What is: University faculty salaries are losing ground to other professions and to inflation.

What is preferred: That university faculty salaries must keep pace with other professions and with inflation.

12 What is: There is no long-range system of educational program planning in State F.

What is preferred: That a systematic means be developed to insure long-range educational program planning in State F.

13 What is: The provision of certain student services, such as day care for children of secondary and post-secondary students, is inadequate.

What is preferred: That services for non-traditional students be provided in each school district within the state.

14 What is: Mutual respect between teachers and students is lacking.

What is preferred: That steps be taken to increase the mutual respect between teachers and students.

15 What is: Federal laws require that services and programs, e.g., individualized testing, guidance and instruction, be provided for handicapped children which exceed those provided for non-handicapped children.

What is preferred: That the same level of services currently required for handicapped students be provided for all students.

16 What is: Cultural bias exists in most standardized diagnostic instruments used in public schools.

What is preferred: That methods of diagnosis which are used to evaluate students should be culture free.

17 What is: Adult education has low participation by the elderly.

What is preferred: That participation by the elderly in adult education be in proportion to their population.

18 What is: There is a lack of knowledge about optimum school size, i.e., student population.

What is preferred: That research should be done to determine the most efficient and effective school size.

19 What is: Not all the gifted and talented students within the State of "F" are being adequately served.

What is preferred: That every school district provide an adequate program for each gifted and talented student.

20 What is: State F does not have a system to adequately assess the minimum competencies of teachers who are presently teaching and those who are to be certified.

What is preferred: That an adequate system be developed for the State of "F" which would assess the minimum competencies of teachers prior to certification and at various periods during their professional careers.

21 What is: There is a growing concern among citizens pertaining to the increase in student vandalism and the lack of student discipline in today's schools.

What is preferred: That incidence of vandalism and student misbehavior in the schools be decreased.

22 What is: Present statutes cause unequal school revenues to be produced at the local level for equal taxing effort.

What is preferred: That local funds per child produced by local taxes be equalized among school districts.

23 What is: Students in regular and vocational schools do not have exposure and access to an adequate variety of teaching adults, representative of the general population of the state. That is, too few teachers and teacher aides are: (a) women, at the high school level; (b) men, at the elementary level; (c) senior citizens, at all school levels; (d) physically handicapped persons, in appropriate programs, at all levels.

What is preferred: That students have exposure and access to a variety of teaching adults in terms of age, sex, race, and handicapping conditions.

24 What is: There is some question as to the adequacy of vocational education within the state, e.g., the adequacy and underutilization of current facilities; the adequacy and impact of current curriculum for increasing students' job skills and preparing them for future employment.

What is preferred: That studies be designed (and implemented) to investigate the adequacy of vocational education within the state.

25 What is: There is a concern that the current number of pupils assigned to each classroom teacher is too high (e.g. 27 pupils per teacher).

What is preferred: That the number of pupils per teacher be reduced.

26 What is: The public school curriculum does not adequately provide for a minimum level of competencies nor an acceptable understanding of human relations skills, parenting skills and other basic life skills and world relations.

What is preferred: That the public school curriculum place greater emphasis upon and assure that a minimum level of competency and understanding be achieved in human relations skills, parenting skills and other basic life skills, and world relations.

27 What is: There is a concern that the teacher tenure laws protect incompetent/ineffective teachers.

What is preferred: That the teacher tenure laws be amended to permit opportunities for dismissal of incompetent/ineffective teachers.

28 What is: Pupil transportation systems are not adequately planned for the most economical and effective use, e.g., they are not coordinated with other community transportation services.

What is preferred: That the pupil transportation system within the state be more economically and effectively planned.

29 What is: There is a disproportionate emphasis on school athletics.

What is preferred: That emphasis and resources be shifted from athletics to the academic phase of school.

30 What is: Many factors are contributing to increasing stress for teachers, e.g., maintaining discipline, lack of student motivation, and increasing paper work.

What is preferred: That conditions contributing to teacher stress be researched and improved.

31 What is: Students are placed in school programs and are grouped on the basis of test scores alone.

What is preferred: That other evaluative techniques, in addition to testing, be used as a basis for placing and grouping students.

32 What is: There is public concern over the fact that early childhood education centers are closing due to Title XX cuts and because the state has not supported the total early childhood education program.

What is preferred: That state and other funds be made available to support early childhood education programs.

33 What is: Pre-service teacher education programs do not adequately prepare their graduates for entry into the profession in areas such as classroom management, multicultural understanding, school law, supervisory relationships, teacher effectiveness training, and job opportunities.

What is preferred: That pre-service teacher education programs more adequately prepare their graduates for entry into the profession, and better counsel them as to teaching job opportunities.

34 What is: Programs for which there is a limited job market are offered by too many universities.

What is preferred: That programs for which there is a limited job market be offered by fewer universities.

35 What is: State F does not have an adequate or equitable funding level for public education at the state or local level.

What is preferred: That a funding system be planned and implemented in State F which would be equitable and provide adequate resources to bring the level of expenditure to the seven contiguous states and provide for specialized needs within the state.

36 What is: The state's compensation package for public school teachers and substitutes needs to be reviewed insofar as (1) beginning teachers' salaries are too low in relation to salaries paid industrial workers; (2) substitute teachers receive no retirement benefits; (3) special education teachers are not adequately compensated for the extra training required for their certification; (4) all teacher salaries lag behind inflation and the growth rate of surrounding states.

What is preferred: That the state's compensation package for public school teaching personnel be reviewed in terms of fairness and equity.

37 What is: There is a lack of communication between parents and teachers resulting from parental apathy and/or resistance of educators to citizen input.

What is preferred: That steps be taken to systematically improve communications between parents and teachers.

38 What is: Schools have little input into mandated programs.

What is preferred: That schools be given the opportunity for significant input into guidelines governing mandated educational programs.

39 What is: The rate of school dropout in State F is too high.

What is preferred: That the rate of school dropout in State F be significantly reduced.

40 What is: There is a lack of parental support for life-skill education (drugs, sex education, etc.).

What is preferred: That there be a more cooperative effort between home and school in life-skill education.

41 What is: Students don't seek career-job information due to the difficulty in acquiring the needed information.

What is preferred: That career-job information be more quickly accessible.

42 What is: The incidence of drug use is increasing among school age children.

What is preferred: That the incidence of drug use be significantly reduced or completely eliminated among school age children.

43 What is: Entrance age into the vocational education program is 16 years of age.

What is preferred: That entrance age to vocational programs be lowered and students be given prior career and vocational education counseling.

44 What is: There is low ratio of females, minorities, elderly, and handicapped in certain vocational programs.

What is preferred: That the enrollment in vocational programs of females, minorities, elderly and handicapped more nearly reflect their proportion in the general population.

45 What is: Schools do not offer sufficient instruction in environmental and energy education.

What is preferred: That greater emphasis be placed on environmental and energy education within the schools of State F.

State G Need Statements

1 What is: There is currently not enough discipline in public schools; school personnel and parents are too tolerant of deviant behavior.

What is preferred: That more discipline be exercised in public schools.

2 What is: Including special teachers and administrators in student/teacher ratio calculations results in deflated ratios.

What is preferred: That only classroom teachers (and not special teachers and administrators) be utilized in student/teacher ratio calculations.

3 What is: Student behaviors indicate a lack of pride and respect for self and others.

What is preferred: That student behaviors indicate more pride and respect for self and others.

4 What is: Because standards have deteriorated over the past several years, students are graduating from high school without necessarily receiving a high school education. In fact, many students are advanced through the system as functional illiterates.

What is preferred: That to reduce the rate of illiteracy, consistent academic standards be established which require students to meet higher levels of performance before they are issued a high school diploma.

5 What is: Problems involving race relations are not adequately addressed.

What is preferred: That the problems of race relations be adequately addressed.

6 What is: Women are not often found in leadership positions in education.

What is preferred: That there be better balance of males and females in leadership positions.

7 What is: Teacher preparation program standards are inconsistent.

What is preferred: That there be more coordination and consistency in teacher training programs.

8 What is: Archiac accounting procedures do not measure and promote cost effectiveness of programs.

What is preferred: That accounting procedures be updated to measure and promote cost effectiveness.

9 What is: School board members are expected to make decisions without adequate orientation.

What is preferred: That school board members receive adequate orientation.

10 What is: Many educational facilities are in deplorable condition.

What is preferred: That school buildings be upgraded to provide a safe environment conducive to learning.

11 What is: Students do not receive adequate exposure to the fine arts.

What is preferred: That fine arts be offered as a part of the regular curriculum.

12 What is: Teacher and administrator training programs are not substantive.

What is preferred: That teacher and administrator training programs become substantive.

13 What is: A lack of understanding and tolerance often excludes disabled children from education.

What is preferred: That the public be educated to be accepting and tolerant of people who are disabled.

14 What is: Colleges vary widely in the quality of the teacher preparation programs which lead to certification. Requirements for certification are standardized but the programs themselves are not.

What is preferred: That more uniform standards for assessing quality be developed and consistently applied.

15 What is: Many counselors who are paid from vocational funds do little or no vocational counseling.

What is preferred: That counselors who are paid from vocational funds engage primarily in vocational counseling.

16 What is: Many children are inappropriately receiving their education in institutions for the handicapped.

What is preferred: That adequate funding for special education be available to move those children into the least restrictive environment.

17 What is: While State G had good legislation supporting teaching of economics education, actual training of economics teachers is limited.

What is preferred: That a program be implemented to prepare teachers to teach economics, including the virtues of the free enterprise system.

18 What is: Few schools offer foreign language instruction.

What is preferred: That schools be required to offer foreign language instruction (e.g. French or Spanish) beginning at kindergarten level.

19 What is: There is currently a lack of constructive parental involvement and support in educational programs.

What is preferred: That constructive parental involvement and support in educational programs be increased.

20 What is: There is currently a great proliferation and duplication of educational programs at the post-secondary level.

What is preferred: That specific policies be formulated and implemented to eliminate or reduce such proliferation and duplication.

21 What is: Too few individuals have responsibility for selecting social studies textbooks.

What is preferred: That a wide cross-section of individuals including teachers, businessmen, historians and parents have responsibility for selecting social studies textbooks which include adequate treatment of the free enterprise system.

22 What is: While widespread lip service is given to career education, implementation of programs and curricula is inadequate.

What is preferred: That well-coordinated career education programs be established in every school in the state.

23 What is: Inadequate articulation occurs between secondary and post-secondary programs.

What is preferred: That a plan be adopted and enforced to increase program articulation, in both academic and technical areas, between secondary and post-secondary institutions.

24 What is: Parents are neither informed about nor sufficiently understand their responsibilities in the educational process.

What is preferred: That through more open communications between parents and educators, parents be better informed and more fully understand their role in the educational process.

25 What is: Spasmodic development of education has resulted in educational priorities that are ambiguous and indefinite.

What is preferred: That a master plan be developed for all levels of education which determines and communicates long-term educational priorities.

26 What is: Schools attempt to do too much.

What is preferred: That schools redefine their role and scope according to resources available to provide quality programs in areas considered important.

27 What is: Some eligible children do not attend schools.

What is preferred: That all eligible children attend school.

28 What is: Education tends to be reactive.

What is preferred: That education be proactive.

29 What is: Basic skills are not adequately taught or learned.

What is preferred: That the public schools teach and evaluate the acquisition of basic skills.

30 What is: The counselor's role is not understood by administrators.

What is preferred: That the counselor's role be more adequately understood by administrators.

31 What is: Teaching is geared to the masses (aiming at the middle).

What is preferred: That children be challenged on their own level.

32 What is: The program of instruction is non-systematic, fragmented and haphazard.

What is preferred: That systematic and continuous programs of instruction, K-14, be developed.

33 What is: The public does not feel that school personnel desire its input.

What is preferred: That communication between school personnel and the public be improved.

34 What is: Teachers are not sufficiently involved in decision-making.

What is preferred: That provisions be made for more extensive teacher involvement in decision-making.

35 What is: Tenure is granted to many teachers without adequate regard to their performance or competency level.

What is preferred: That tenure be granted only to competent teachers.

36 What is: Too much emphasis is placed upon methods and not enough on content in teacher training programs.

What is preferred: That content requirements be increased.

37 What is: Teacher salaries are not competitive with salaries in business and industry.

What is preferred: That teacher salaries be increased to be competitive with business and industry.

38 What is: Few elementary schools are able to employ art, music, and physical education teachers, librarians, and guidance counselors.

What is preferred: That all elementary schools be provided resources to employ art, music, and physical education teachers, librarians and guidance counselors.

39 What is: Vocational services for handicapped students are limited.

What is preferred: That a wide range of vocational curricula be provided for handicapped students.

40 What is: Quality of teachers varies considerably from poor to excellent.

What is preferred: That only highly qualified and motivated teachers be employed.

41 What is: Kindergartens are only partially funded and implemented.

What is preferred: That kindergartens be fully funded and implemented throughout the state.

42 What is: The role, purpose and functions of the State Department of Education are not adequately defined.

What is preferred: That the role, purpose and functions (e.g. regulatory, service, professional development) of the State Department of Education be clearly defined and implemented.

43 What is: Many school systems have only limited course offerings beyond basic requirements.

What is preferred: That a more diverse curriculum be offered to meet student needs.

44 What is: Lack of public confidence in educational leadership has reached a crisis level. Some school administrators and leaders lack proper motivation, adequate training, and sufficient professional development which lead to poor job performance.

What is preferred: That to have competent educational administrators and leaders, strong graduate training programs and statewide inservice activities need to be implemented. Furthermore, school boards need to be more attentive in selecting leadership personnel.

45 What is: Students are not being given adequate prevocational orientation and counseling regarding vocational education and technical training.

What is preferred: That students statewide be given adequate pre-vocational orientation and counseling which presents the relationship between academic preparation and vocational performance.

46 What is: Although Public Law 94-142 (comprehensive legislation dealing with education of exceptional children) is being implemented without regard to local conditions, local education agencies are unclear on compliance regulations.

What is preferred: That P.L. 94-142 be more clearly defined in terms of compliance regulations and local conditions be taken into consideration during implementation.

47 What is: Many school systems in the State have not achieved an acceptable level of racial integration as evidenced by the uneven black to white student ratio from school to school within these systems.

What is preferred: That the student black to white ratio within all schools reflect the racial balance of the overall community (i.e. school system).

48 What is: Effective programs and procedures for evaluating the performance of professional educators are not operating in State G schools.

What is preferred: That effective programs of professional performance evaluation be developed and implemented.

49 What is: Classes are made up of students with different learning abilities.

What is preferred: That students be grouped in classes according to their academic capabilities.

50 What is: Twelve-month educational services for handicapped students are limited.

What is preferred: That continuous educational services on a 12-month basis be provided as specified in the Individual Education Program (IEP).

51 What is: Teachers are required to spend too much time on non-instructional activities.

What is preferred: That the number of required non-instructional activities be reduced.

52 What is: The public perceives the ability and performance of teachers as being poor.

What is preferred: That the public image of teachers be improved.

53 What is: Some components of the vocational education curriculum have not been modified to meet changed demands for vocational skills.

What is preferred: That the vocational education curriculum be updated to include job skills in current demand.

54 What is: In many schools, students and teachers are not motivated to achieve excellence.

What is preferred: That recognition and rewards be geared more toward encouraging the achievement of excellence.

55 What is: Curriculum supervision has received no official budgetary recognition.

What is preferred: That specific funding for curriculum supervision be provided.

56 What is: College prep curricula in secondary schools are often inadequate, resulting in poorly prepared college-bound students.

What is preferred: That college prep curricula which adequately prepare college-bound students be established and coordinated for secondary schools throughout the state.

57 What is: Placement services are not available to all secondary students.

What is preferred: That funds be made available for placement counselors.

58 What is: Vocational programs in many schools become "dumping grounds" as a result of the practice of assigning students to vocational education regardless of their aptitude or interest.

What is preferred: That students be allowed to select vocational programs on the basis of aptitude and interest.

59 What is: Funding for education is inadequate and inconsistent with educational mandates.

What is preferred: That adequate funding (including more local and state money) be provided according to the priorities and mandates in education.

60 What is: The academic progress/advancement of gifted students is limited by their instruction in heterogeneous classrooms which is geared to the "average" student.

What is preferred: That programs for the gifted be implemented to meet individual student needs.

61 What is: A small percentage of teachers is incompetent.

What is preferred: That procedures be adopted to assure that only competent individuals are certified to teach.

62 What is: Parents are not involved in educational decision-making.

What is preferred: That parent involvement in educational decision-making be encouraged.

63 What is: Vocational counseling and a survey of State G's projected manpower needs are inadequate.

What is preferred: That at graduation students have an understanding of their capabilities and job opportunities.

64 What is: Some high schools do not provide instruction for students in how to look for a job.

What is preferred: That all high schools provide instruction for students in how to prepare resumes and go about looking for a job.